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ADMINISTRATION



The Nation's Schools

APRIL 1950

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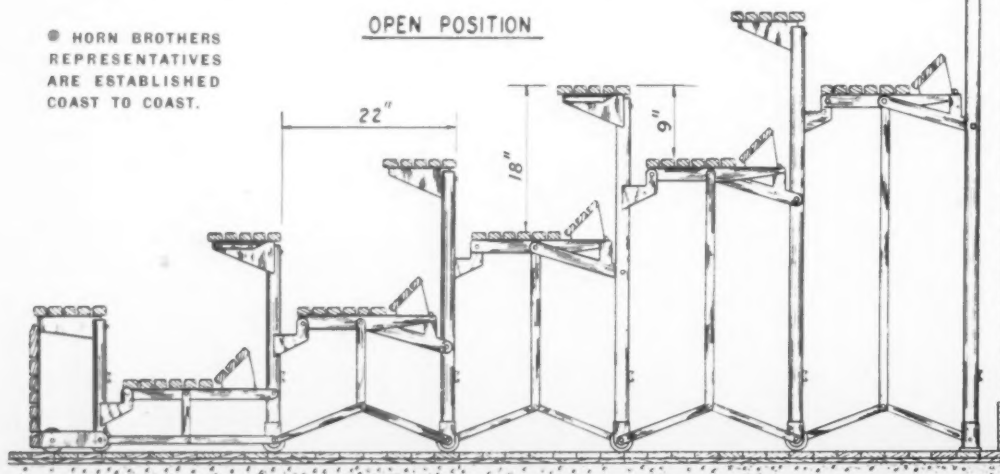
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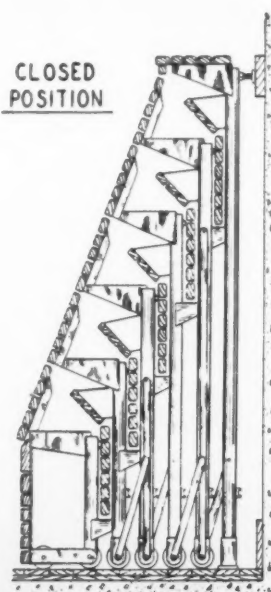
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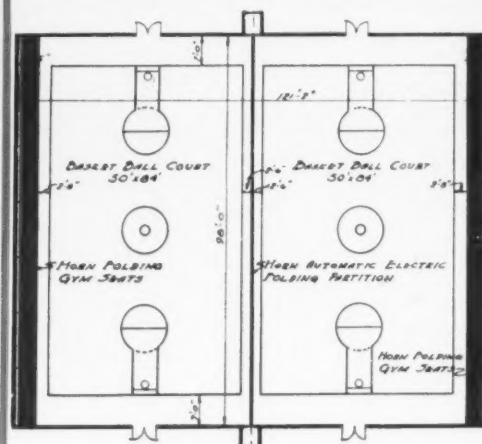
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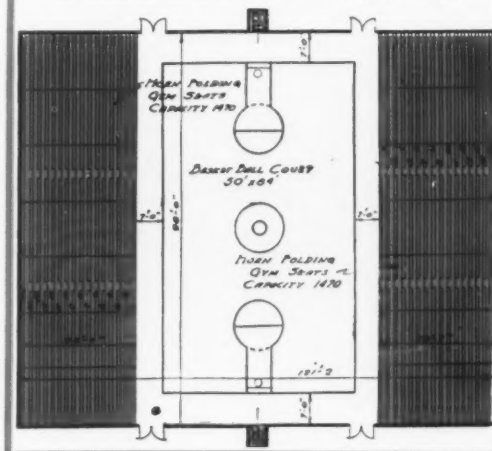


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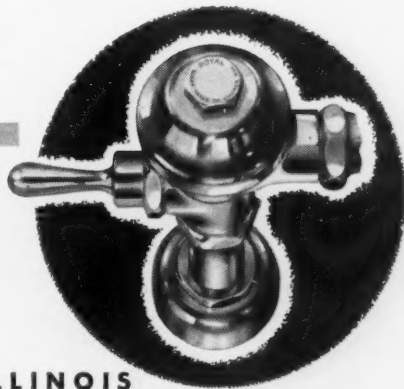
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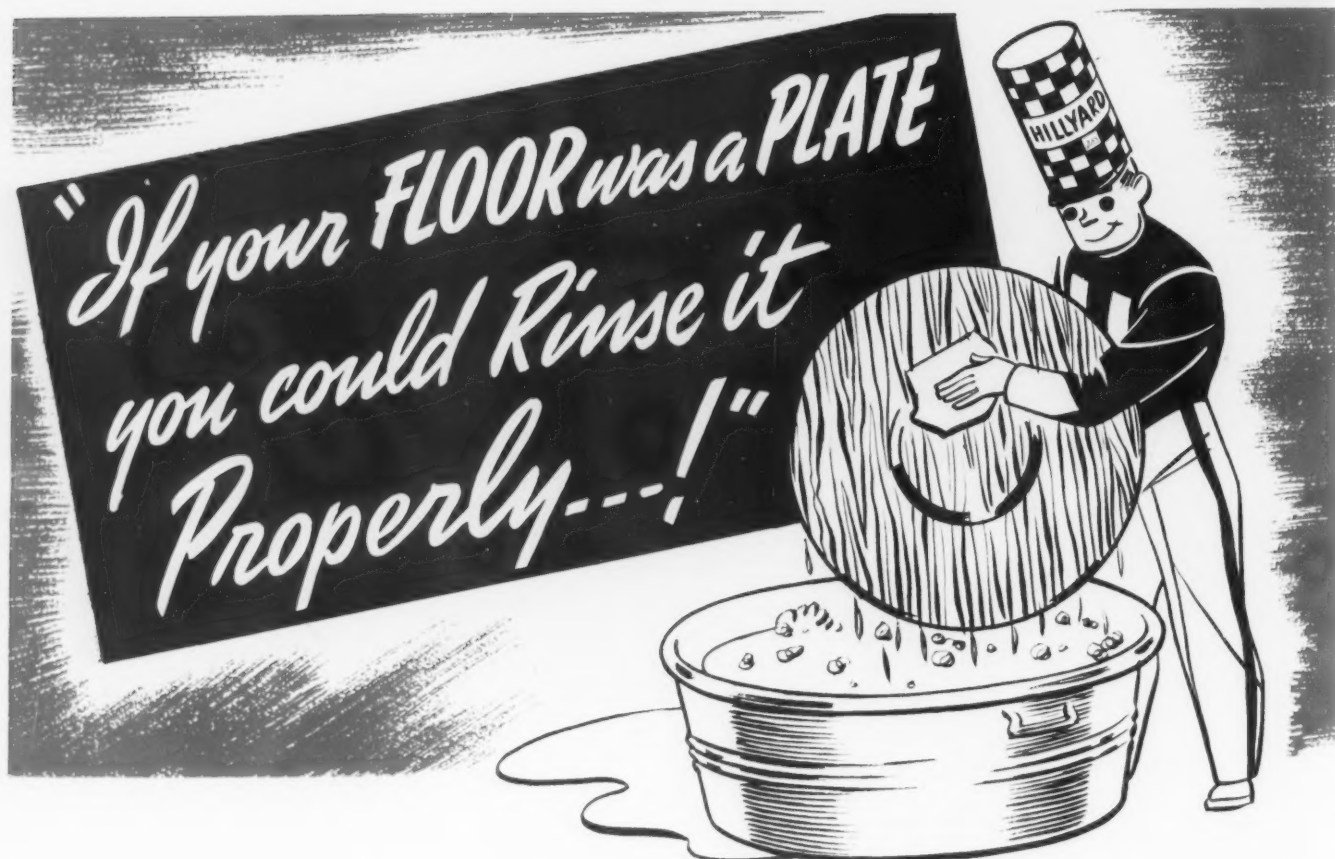


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APRIL 1950

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AMONG THE AUTHORS

A plan for adjusting the school to the needs of the beginning pupil (p. 42) has been put into effect in the schools at Lovell, Wyo., of which JAMES E. HOUSTON is superintendent. Mr. Houston taught in the high school at Byron, Wyo., from 1936 to 1938 and in the Lovell Junior High School from 1938 to 1940. He was named principal of the Lovell High School in 1940 and superintendent in 1943. He received his A.B. degree from Brigham Young University and his M.A. degree from the University of Wyoming. While on a mission for the Mormon Church in the Netherlands, from 1930 to 1933, Mr. Houston traveled widely in Europe and learned to read, write and speak Dutch.



J. E. Houston



A. T. Stolen

The relationship between the community of Duluth, Minn., and its schools is a happy one; Supt. ALVIN T. STOLEN tells why on page 44. Mr. Stolen formerly was principal and a teacher at Hatton, N.D.; he has been superintendent at Portland, N.D.; Lakota, N.D.; Fergus Falls, Minn.; Eau Claire, Wis. He went to Duluth in 1944. He is a past president of the Wisconsin Superintendents Association and of the Minnesota Association of School Administrators.

Cooperation and participation of teachers in school administration are advocated by N. DURWARD CORY on page 61. Mr. Cory held teaching and administrative positions in Indiana schools before he became superintendent of schools at Rochester, Minn., in 1948. He formerly taught at Galveston and Albany and was principal at Greentown, supervising principal at Arcadia, and superintendent at Speedway. He received his A.B. degree from Wabash College, Crawfordsville, Ind., and his M.A. from Ball State Teachers College, Muncie, Ind.



N. D. Cory

Considering the problems he would face in his new job as supervising principal of the Morrisville-Eaton Central School at Morrisville, N.Y., last fall, MERRILL F. HURD wrote down some ideas about getting started on curriculum revision (p. 39). He's now sure his ideas are valid, for he says, "Some phases of the proposed program are now underway. Other parts are still being considered. How-

ever, the general ideas expressed in the article are being used as a basis for our beginning steps." Mr. Hurd's professional career to date has been entirely in New York State. He formerly was a teacher in rural schools and then in the Unadilla Central School; teacher and principal at Williamstown Union School; assistant principal of the Altmar-Parish Central School, and supervising principal of the General Martin Central School at Glenfield.

E. GLENN FEATHERSTON, who, on page 71, urges the adoption of a uniform system of pupil accounting, has been specialist for pupil transportation in the U.S. Office of Education since 1943. Before accepting that position he was a high school teacher, high school principal, and district superintendent in Missouri schools for 16 years; director of research for the Missouri State Department of Education for three years, and assistant state superintendent of schools in the same state for two years. He received his bachelor's, master's and doctor of education degrees from the University of Missouri.

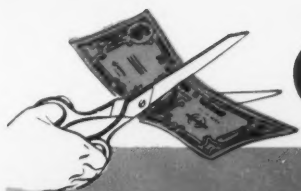


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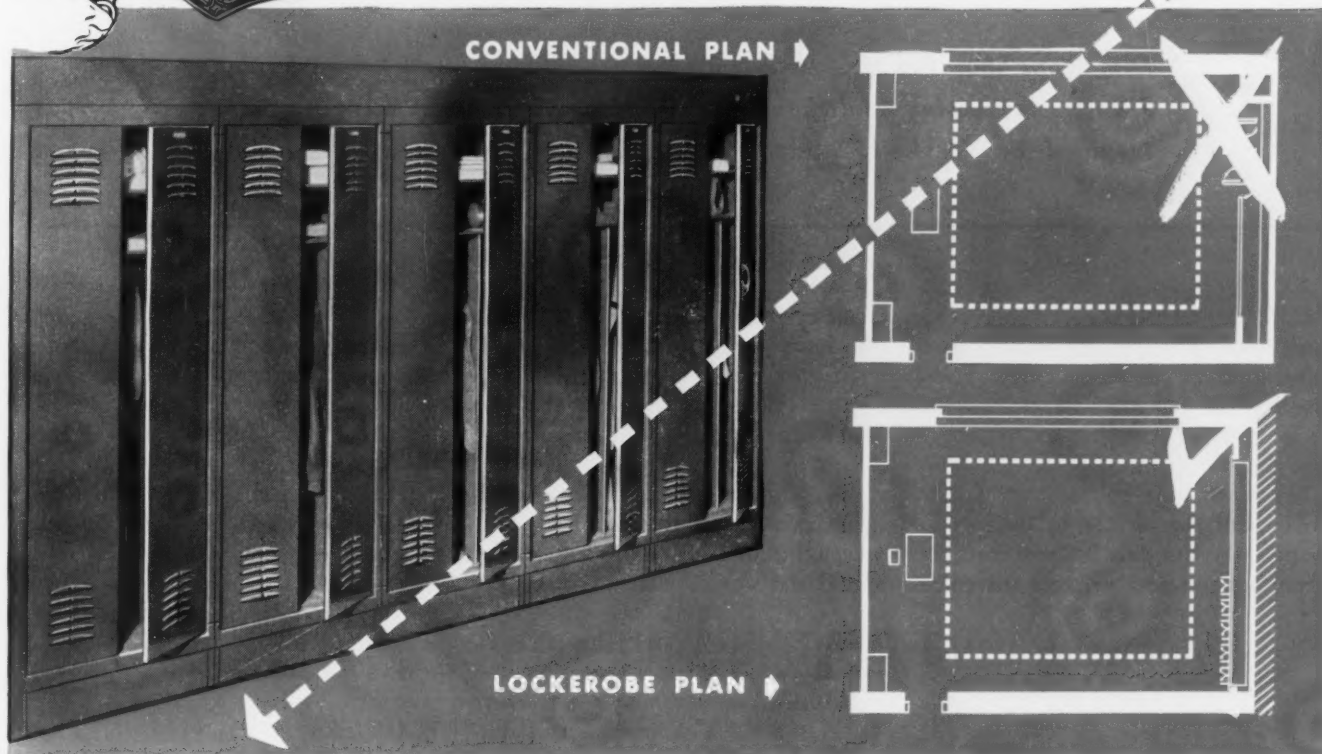


C. J. Clark

Some lessons to be learned from industrial engineering are outlined (p. 82) by CHESTER J. CLARK, consulting engineer associated with J. & G. Daverman Company, architects and engineers, Grand Rapids, Mich. He has served as supervising engineer on numerous public construction programs, such as schools, churches, hospitals, university buildings, filtration plants, airports and buildings for the federal government, and as chief engineer for construction of various public utilities and other industrial plants. Maj. Clark served the War Department in the early stages of the national preparedness program in 1940 as chief of the section in charge of high speed construction of complete munitions plants. Later, as head of the plant engineering section, he served the ordnance department in supervising the design, construction and maintenance of industrial plants for mass production of ordnance material in a program aggregating \$600,000,000 in construction costs. More recently he served as chief engineer for the design and supervision of construction of a \$100,000,000 steel plant in Chicago. In addition to his present association with the Grand Rapids firm, Maj. Clark is consulting engineer to the Army-Navy Explosives Safety Board and also to the Governor's Advisory Council in Illinois for the proposed national transport terminal in Chicago.

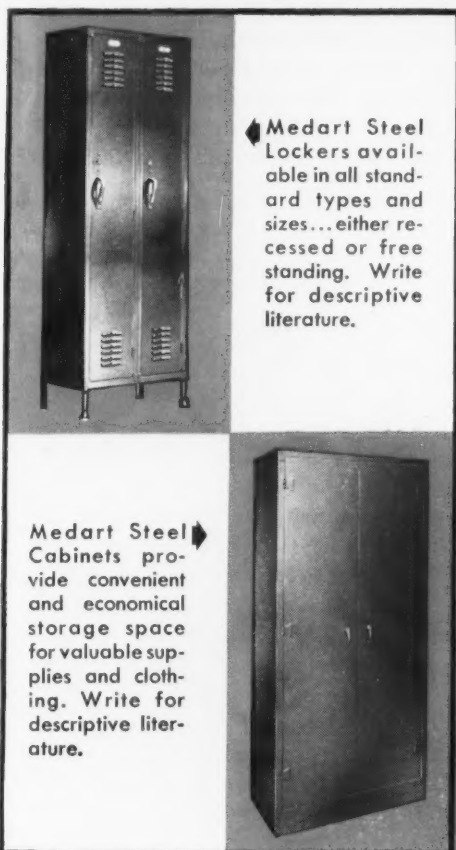


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"RUMOR CLINIC," a film strip consisting of only three pictures, is a new kind of visual aid now being used in the Cincinnati schools.

When the first picture is shown, five pupils are outside of the room. They return one by one; the first is told about the picture by one of the pupils who has seen it; he repeats the report to the next to enter the room,



and so on. Then the picture is again flashed on the screen, and the class members discuss the accuracy of the pupils' reports.

When the same procedure is used with the other two pictures, accuracy in listening and reporting improves greatly. The children are surprised to learn how much they project their feelings and thinking into what they hear and how poorly, in some cases, they listen.

The film strip's main purpose, however, is to show the children how prejudice and stereotyped thinking color what they see. One picture shows a streetcar. Standing in the aisle are a tall, handsome, well dressed Negro and a short, angry, poorly dressed white man with an open razor in his hand, apparently threatening the Negro.

The seated passengers include a bearded man wearing a long overcoat and derby, a Chinese in Chinese dress, and several men and women in ordinary street clothes.

In one class at which the picture was shown, the last report said that the

Chinese was threatening the man with the derby with the razor while the white man and the Negro fought. In another class the final report had the Negro threatening a woman carrying a baby in her arms.

The children, by analyzing what happened during the reporting and why, came to realize how rumors are spread and why they are so dangerous.

BICKLETON, WASH., has demonstrated that a small school system—in this case one with only five teachers—can sponsor a diversified and constructive adult education program. When the program was begun this fall courses in welding, typing, photography and current economics were offered. All the classes were filled to capacity.

Since the town is a small agricultural community, faculty members planning the program looked for sound practical courses for both men and women. A typing course, they decided, would be fine for the women. But what about the men? The schools have no shop facilities and, even if they did, it was doubtful that anyone on the faculty could teach the specialized course required.

A local garage man solved the problem. Since he had been considering offering a welding course as a promotion for his business, he agreed to teach 10 welding classes without a salary if the school would take over the administrative details.

One of the high school teachers taught a current economics course, giving lectures on such general subjects as agriculture, taxes, foreign trade, and banking. The final three lectures, which were open to the public, were given by a county commissioner, a state senator, and a University of Washington professor.

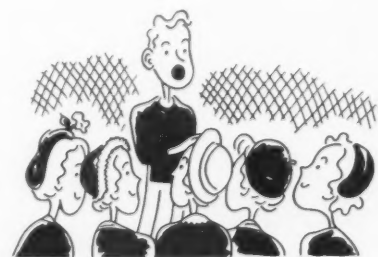
The local soil conservation man agreed to teach a course about his

hobby, photography. Cameras and film were discussed in the first three classes and printing and enlarging negatives in the other seven. Members of the class made the photographs for the high school annual.

A registration fee of \$1 was charged for each course. Of the \$33 collected, \$7 was spent for photographic supplies and \$10 for the university speaker. The school board received \$16 for heat and light since the classes were held in the evening.

TEACHERS AND STUDENTS at Caldwell, N.J., listed in a stencil duplicated booklet last year programs they had prepared that were available to community organizations. They enumerated the types of programs that could be presented by student groups, faculty groups, and individual students and faculty members.

During the 1948-49 school year, Caldwell teachers appeared 38 times and students six times as individual speakers at community activities. As



participants in 46 different panels and round tables, faculty members made 91 appearances. One hundred eighty-five students appeared in 28 different groups. Population of the town is approximately 5000.

"These figures indicate the extent to which the public will utilize the resources of the school staff and students if given the opportunity," Paul H. Axtell, supervising principal at Caldwell, said.

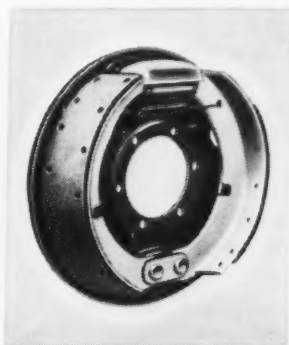


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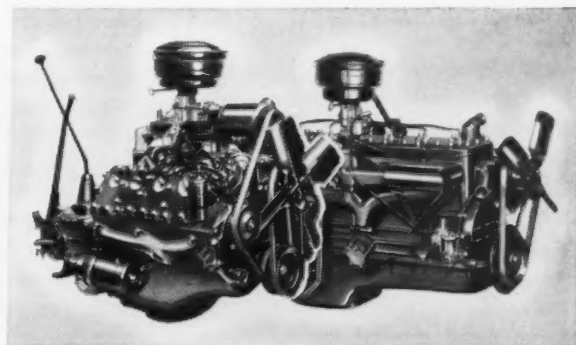
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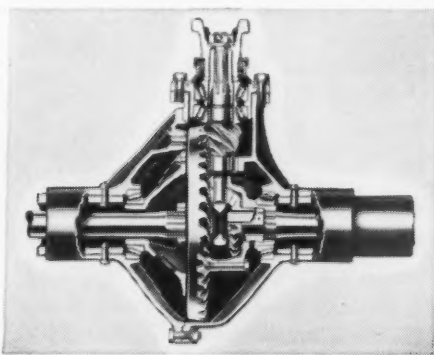
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Questions and Answers

For Poor Readers

What can we do for the nonreader or the extremely poor reader when we cannot afford to operate special education classes?—C.D.L., Pa.

To meet the needs of these types of poor readers in the regular classroom, the teacher must organize her group to provide for (1) three ability groups and (2) individualized special instruction.

Such provision becomes valuable when the teacher has determined the actual development and needs of the pupils, selects and uses materials that meet their respective needs, and teaches according to their stages of development.

Teaching children who have relatively comparable ability involves attention to their common needs and similar level of development. Individual help should supplement the instructional program by emphasis on the unique needs of a pupil.

Sometimes the exceptional cases may get help in two or more classes—grades below where their chronological ages would place such pupils, where other, though younger, children will be at the same stage of reading development.

But the poor readers should understand thoroughly why such special help is being provided for their benefit. This means that common-sense respect for personality is applied.—GEORGE C. KYTE, *professor of education, University of California, Berkeley.*

High School Lunch Program

Can school lunch programs be made to function as effectively in high schools as in grade schools?—C.D.L., Pa.

The school lunch program operates more easily in high schools than in elementary schools because usually high school students travel farther from their homes to school than do grade school pupils. Therefore, more students than pupils dine away from home at noon. Many high school stu-

dents have part-time employment so that they can afford to purchase more substantial lunches than the average elementary pupil can.

The larger volume of business in high schools justifies the employment of better trained personnel which has the ability to prepare and utilize government donated foods to better advantage, and this enlarged volume also justifies more up-to-date food preparing machinery.

All these considerations make the high school lunchroom a pleasanter place to dine than is the average elementary school lunchroom.—FRANK O. WASHAM, *director, bureau of lunchrooms, Chicago public schools.*

Merit-Demerit System

How effective is a demerit and a merit system for a small high school? Would you advocate such a system as a disciplinary measure?—J.H.T., Kan.

It is assumed here that a merit-demerit system implies some type of recordkeeping for each student, and that "good" conduct and "bad" conduct (or satisfactory and unsatisfactory achievements) are tabulated.

I would oppose this plan for the following reasons: (1) it makes the teacher a kind of policeman with probable deterioration in teacher-pupil relations as a result; (2) it tends to make students feel less self-responsible; (3) it is not in keeping with views regarding good mental health, and (4) the emphasis on merit rating suggests an unwholesome approach to the problem of competition among students.—HAROLD G. SHANE, *professor of education, Northwestern University.*

Sunday Sports

Should we as school administrators condone Sunday sports in high schools?—F.W.S., N.H.

It would seem that there is sufficient time on Saturdays and after school hours to operate an adequate

sports program. The children attending public schools come from homes of many religious denominations, some of which are opposed to physical activities on Sundays, particularly if children participate. If sports were conducted on Sundays, school personnel would be required to supervise them. This, in turn, would necessitate additional remuneration or time compensation, which is difficult to adjust.—A. H. PRITZLAFF, *director, division of health and physical education, Chicago.*

Selling Candy in Schools

Should candy be sold in schools?—H.R., Va.

All foods except water furnish energy, but candy furnishes energy only, with insignificant additions of other nutrients. Most other foods furnish additional nutrients as well, and many of these at costs lower than those for candy. Sugar is used in the preparation of many dishes, so candy is not necessary for the sweet flavors liked by children.

Three things must be kept in mind in planning food for sale at school:

1. The most important function of school feeding is to furnish at least one-third of the day's nutrition requirement for every child.

2. The amount of money children have to spend for lunch is in most schools small, and in many schools a large number of the children buy no food at all. As unemployment increases in any community this number tends to increase, and the average amount spent by those who do buy to decrease.

3. Every item sold to children in a school lunchroom should be selected to furnish maximum nutritional value so that the meal may be sold at the lowest prices possible.

When great efforts are being made in the lunchroom to serve highly nutritious meals, it is unfortunate to have candy and other similar items

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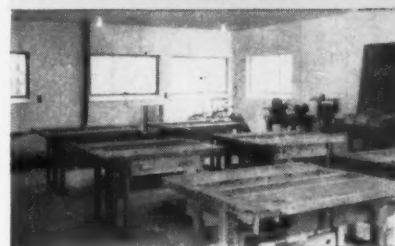
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sold in competition at other points in the school or on the school grounds.

High sugar intake inhibits appetite and in all probability provides conditions that increase dental caries. Habits of eating foods that contain large amounts of sugar should not be encouraged at school.

Children who have only small amounts of money should not be offered an opportunity to purchase foods containing less than maximum food values.—MARY DeGARMO BRYAN, head, institution management, Teachers College, Columbia University.

Rest Period for First Graders

Do most schools have a rest period or sleep period for first-grade pupils? How much time is used for this?—H.K.K., Wyo.

We provide relaxation periods between activities but no sleep period or rest period for first-grade pupils. For relaxation the children might skip around the room, rest their heads on the desks, or any number of other things, as the teacher wishes.—DON C. ROGERS, assistant superintendent in charge of elementary education, Chicago.

Supervisor for Small System

Is it advisable to employ a supervisor in a school system with an enrollment of 950 pupils?—V.N., R.I.

For most school systems as small as this it is not advisable to employ a supervisor. Common good practice is to organize the programs of the superintendent of schools and the school principals so that they become the supervisory officers. The principal, for example, should devote at least 40 per cent of his time to supervision. This time is obtained by releasing him from teaching. Also the principal and the superintendent will obtain time to supervise, if adequate clerical help is employed.—GEORGE C. KYTE, professor of education, University of California, Berkeley.

Should Public Know Salaries?

Should the public know the salaries of teachers, administrators and other school employes?—M.P.F., Kan.

YES. The schools belong to the public, which pays the salaries of teachers, administrators and other employes. Consequently, it seems to me that the public has a perfect right to know how its money is being used.—EDWARD E. KEENER, assistant superintendent in charge of personnel, Chicago.

SIX REASONS WHY YOU SHOULD CHOOSE

Adlake Aluminum Windows

1. NO MAINTENANCE COST!

Adlake Windows need no painting, no maintenance other than routine washing.

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You can raise and lower an Adlake Window with one finger—millions of times—each operation as smooth and fast as the one before.

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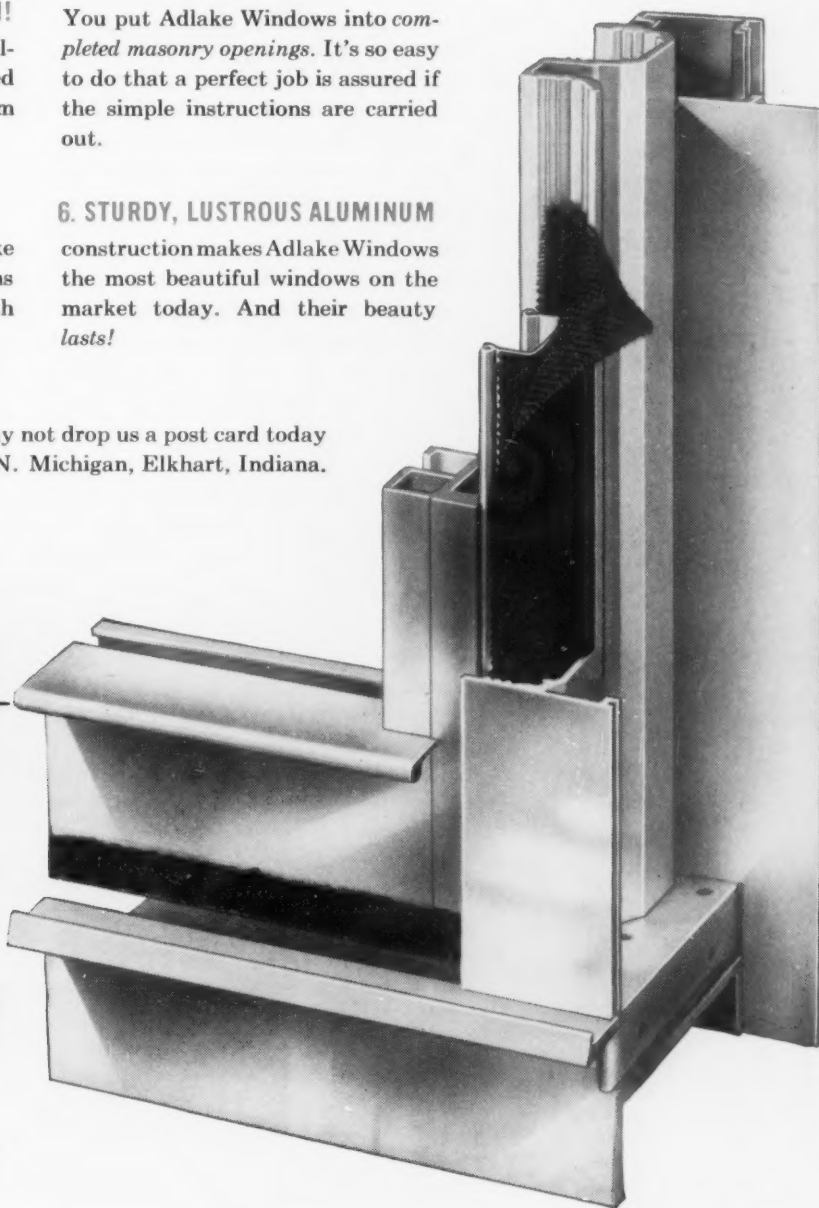
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Cambridge, Mass.

DELAWARE
American Seating Company,
Philadelphia, Pa.

DISTRICT OF COLUMBIA
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Richmond, Va.

FLORIDA
American Seating Co., Atlanta, Ga.
Bowen Supply Co., Plant City

GEORGIA
American Seating Co., Atlanta

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Northern School Supply Co.,
Great Falls, Montana

ILLINOIS
Blackwell-Wielandy Co.,
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Modern School Supply, Indianapolis

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LOUISIANA
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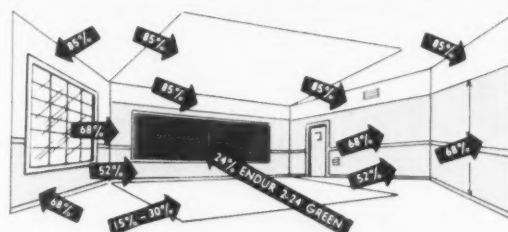
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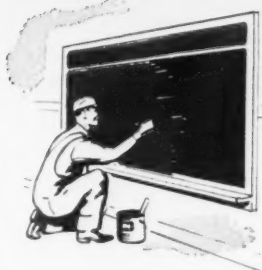


decoration of CO-ORDINATED CLASSROOMS

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Regular school personnel completely resurface old, worn slate or composition chalkboards in scientifically approved color by applying ENDUR 2-24 GREEN Chalkboard Resurfacer with brush or spray gun.



For new school construction ask your school supplier about ENDUR CHALKBOARDS of industrial tempered Duolux to which smooth, durable ENDUR "200" SERIES surfaces have been factory applied.

Also available in ENDUR 2-20 GREEN, a darker shade with slightly lower light reflectance value for use where maximum contrast between board and chalk is required.

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FOR WOOD OR CONCRETE

A durable, attractive floor finish specially designed for use on concrete. Resists water and wear, greases, oils, and chemicals. Seals concrete floors — keeps them from harboring germs of athlete's foot, etc. Ideal for shower and locker rooms, lunch rooms, corridors and stairways.



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the typewriter that saves teaching time . . .

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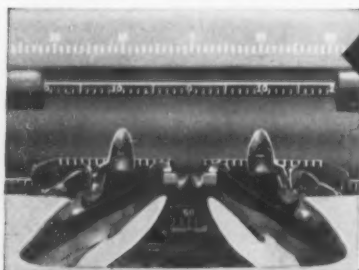
Yes, progressive teachers and school officials are discovering that there's no typewriter to compare with the new Remington *Super-riter* when it comes to *speed, accuracy and ease of operation*. The *Super-riter* has been efficiency-tested to serve both as a valuable teaching and learning tool and its work-saving, time-saving features enable the *Super-riter* to meet *any* typing requirement.

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- **Super-Plus Values!** The *Super-riter* has *everything* for effortless typing: exclusive finger-fit keys, a longer writing line, exclusive one-key Keyboard Margin Control, exclusive Perfect Positioning Scale, new 3-position paper bail, exclusive Page End-i-cator . . . you get all these and *more* with *Super-riter*.

Make the *Super-riter* Savings Test in your school today!

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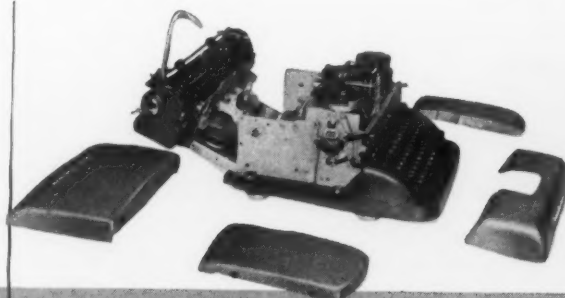
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This newly developed, exclusive feature epitomizes work simplification for the typist. The perfect positioning scale—with zero in the center—permits instant, accurate setting of absolutely identical margins and positive centering of type-written material on the page.



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Provides a solution to frayed tempers and lost time caused by jammed keys. The Key Release is a simplified one-finger operation. By simply pressing the key, the typist can, in less than a second, cause the jammed keys to fall back into place without any effort or bother.



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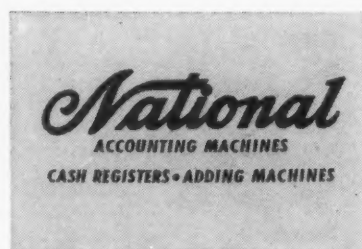


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fatigue...spots jump in
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Why is this hard to read?

We don't have to answer that question—you can see for yourself. This is one of many classroom problems that causes teaching difficulties for you—creates a lighting problem for us.

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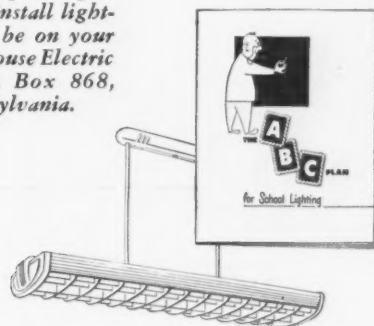
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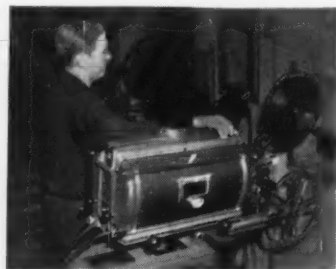
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More Brilliant Projection, Safer, Easier Operation High Fidelity Sound Reproduction

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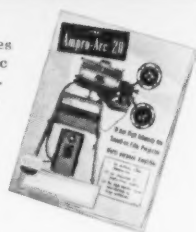
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Convert that idle projection booth in your school into a *permanent* projection set-up that can be put to use at a moment's notice. You can show *more sound movies* to larger audiences in *less time* and at a *lower cost per pupil* with the new, Ampro Arc-20 in your auditorium projection booth.



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• Ideal for sanding school desks, polishing lockers, etc.

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• Adjustable handle to "fit" the operator

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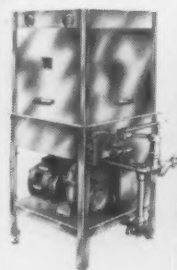
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From lunchroom to luxury hotel there's Autosan equipment to fit your kitchen. And Colt Autosan Dishwashers and Mixers are built better to last longer!

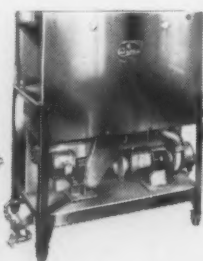
Follow the lead of the many famous restaurants, hotels, hospitals, schools and institutions who have found that it pays to buy the best . . . Colt Autosan! Ask your dealer or write for complete line information. Colt's Manufacturing Company, Hartford 15, Connecticut.



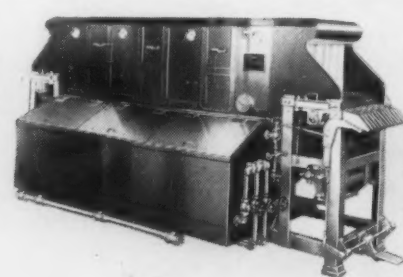
THE HOTEL NEW YORKER



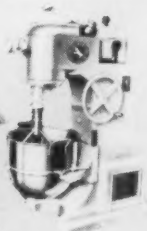
↑R-1A
Rack Model
Dishwasher, 1250
dishes per hour



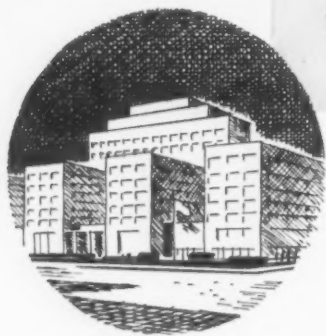
↑RC-2
Rack Conveyor
Model Dishwasher,
2400 Dishes per hour



↑C-3
Belt Conveyor Model
Dishwasher, 6500
dishes per hour



↑AR-60
Vertical Mixer



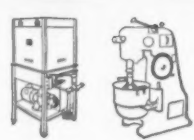
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GOOD salads are one sure signpost of a good place to eat. And since your "salad reputation" depends so greatly on the dressing you use, it is false economy to top good salad makings with less than the best!

- Prepared from famous Heinz White Vinegar, blended with selected eggs, fine oil and other choice ingredients, Heinz 57 Salad Dressing points up the flavor of your salads to perfection.

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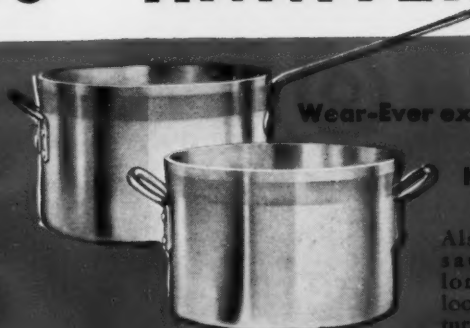
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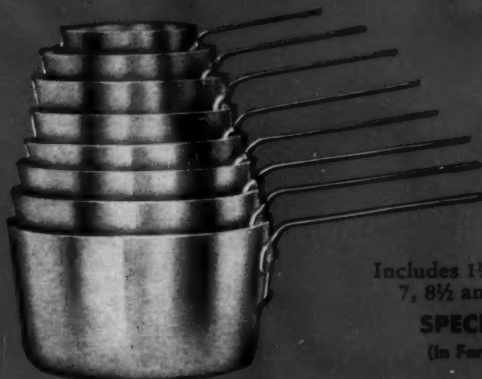


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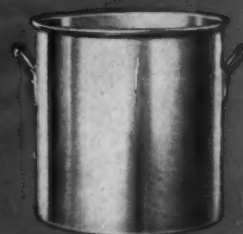


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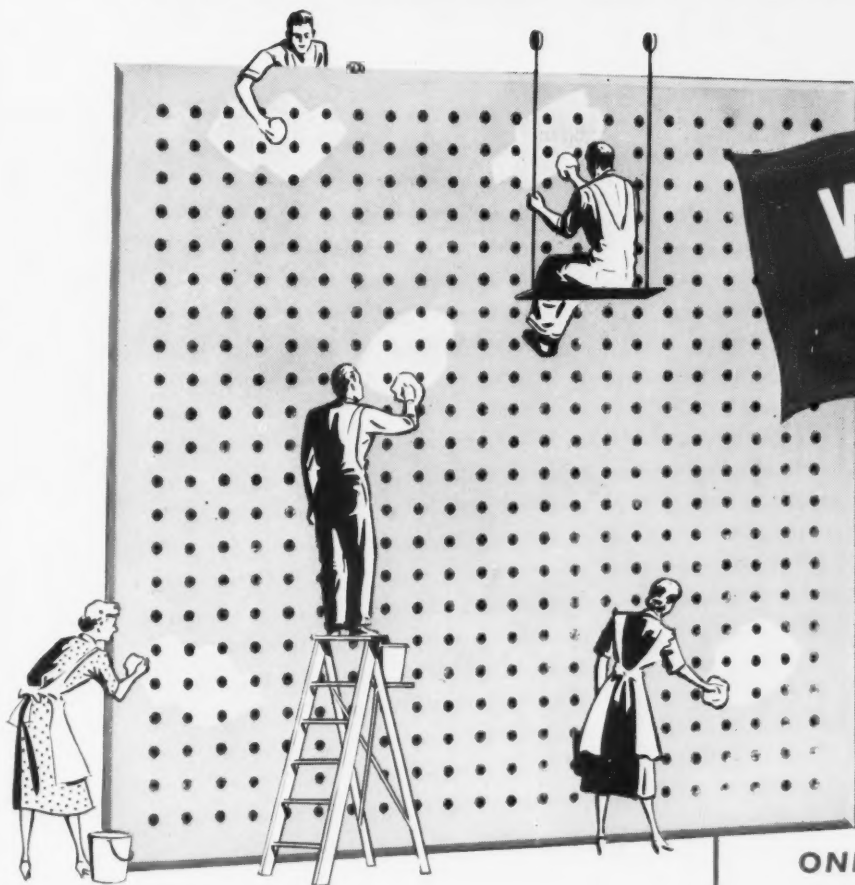
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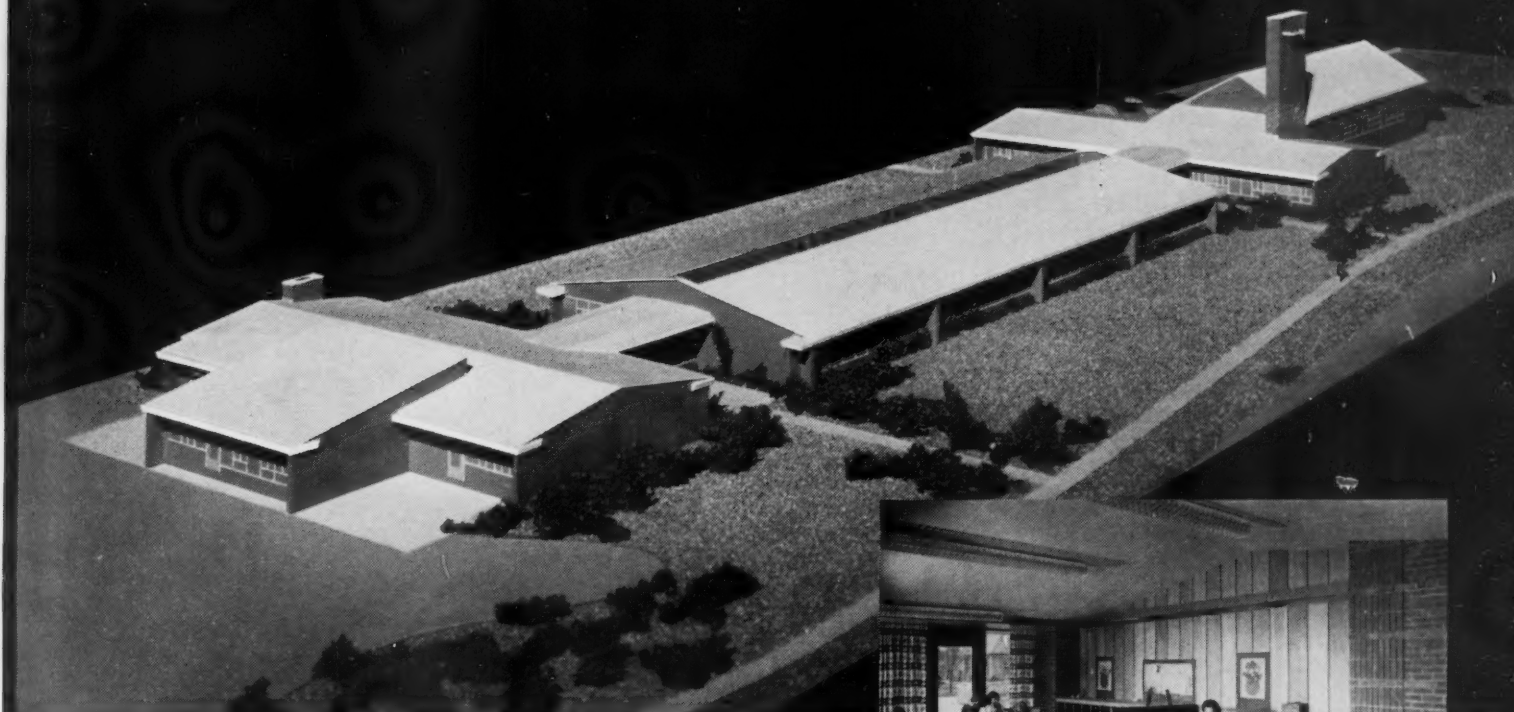
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The *New* in Schools is the "Home-Like Look"

Perkins & Will, architects Hedrich-Blessing, photos



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One of the new concepts of school construction comes under the high sounding term of "*optimum psychological environment*." Actually, it is quite simple—it's just making the school seem less formidable, less like an institution, more like home. This informal residential character was achieved by Perkins & Will, Chicago architects, in designing the Blythe Park School, Riverside, Illinois. Here, Ceco steel joists were used to



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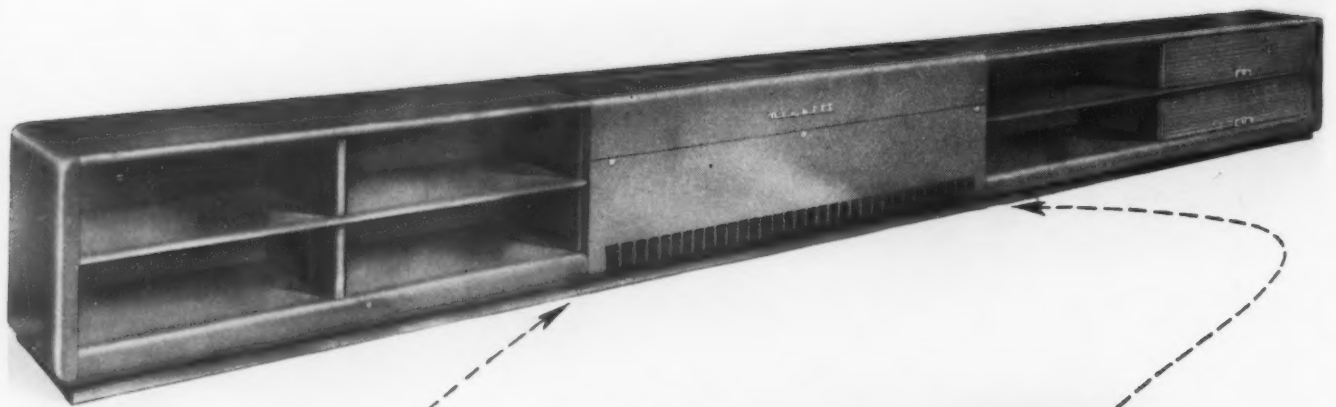
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Looking Forward

Pearl Buck's Argument

TEACHING, here in the United States, is an easy job. . . . Increasing salaries will not bring better teachers. . . . The truth is that we already pay too much for what we are getting." The words are those of Pearl S. Buck (Mrs. Richard J. Walsh), Pulitzer Prize author, quoted from the chapter, "Children in Education," in her recent book "American Argument."

Pearl Buck has lived 40 of her 57 years in China. Her childhood education was not under the guidance of kindergarten and primary teachers in an American public school; rather it was that of the child of a missionary in China. She writes of her home high in the hills above the Yangtze River and of the attention she received from Chinese nurses. We hope that her books about China are more profound than her knowledge of public schools in this country today.

Neither has her teaching experience added to her understanding of the teaching profession. She was an instructor for 10 years (1921-31) in various universities in Nanking, China. Nevertheless, Pearl Buck thinks she knows what's wrong with our schools. She writes, "As it is now, the process of education goes haltingly and stupidly for all but the few natural readers among us. . . . The major weakness of American education today is that our people have never learned to read easily. Having no foundation, they cannot be educated properly or continue their own adult education as they should."

Mrs. Buck describes in detail how she would have the first years of school devoted to varied forms of reading until the child "can read anything anywhere." She envisions a curriculum based on book learning.

The other "radical" change proposed by Mrs. Buck is in the selection of teachers. She comments: "There was a time in our history when it was an honor to be a teacher, an honor even to go to school. Today teachers have lost the respect of the public and education is a hated word."

The author of "American Argument" would start this "radical" reform by building reverence for learning and knowledge. The place to begin, she says, is with teachers: "Teachers must be men and women chosen for trained intelligence and character. Character must include courage and integrity—courage to protest against such abuse as the schools being used by politicians, integrity to consider the children first."

We wonder, Pearl Buck, what you think of the rank and file members of the teaching profession. Are you implying that they lack character and intelligence? Are you

implying that they are shirkers, dimwits and exploiters of children?

"American Argument," published by John Day Company in 1949, is described as a "talk book" written by Pearl Buck in collaboration with Eslanda Goode Robeson, the wife of Paul Robeson. Mrs. Robeson's ideas and experiences are quoted extensively. She, too, thinks "our teaching system is very bad." But she believes that the average teacher is underpaid and has too long hours, too large classes, and too much homework.

"Teachers," she writes, "should be carefully selected for personality as well as training, should be well paid and given shorter hours and smaller classes. Then they could take on more responsibility for their pupils."

Mrs. Robeson blames boards of education. She describes the ones with real power as "old and reactionary—frozen into their jobs politically or bureaucratically."

"American Argument" is well named. It provokes argument by challenging traditions, questioning social institutions, and amplifying prejudices. It should be read because it represents the thinking of two well known women in American life, one the prolific writer of novels that have greatly influenced American ideas about China and its culture, the other the wife of the American Negro singer whose activities on behalf of communism have received much publicity. Not all of its challenging criticisms are as smug as Pearl Buck's panaceas for public education.

As Germans See Us

ANDREAS VOELKER, a German educator and editor visiting in this country, was one of the first to read this month's interview with the former director of educational and cultural relations of the office of the High Commissioner for Germany. Said he, "It's true. I agree with every word Dr. Grace has said."

Mr. Voelker is president of the young teachers' association in Wuerttemberg Baden and editor of a teachers' publication. He was the guest of The NATION'S SCHOOLS in Chicago on February 14. His observations verify the conditions and problems of education in Germany as described by Dr. Alonzo G. Grace (Pp. 3-35).

"The German people have a mistaken and distorted notion of life in America," he said. "The thing that surprised me most the first few days of my visit in this country was the fact that your kind of democracy also produces a fine culture. In Germany we think of the American people as being only materialistic and mechanical. You must remember, however, that about the only way we

have of judging Americans is by the soldiers you send to our country and the kind of lives they and their families lead."

He points out, too, that in Occupied Germany the Russians attach much greater importance to education than do the British, French or Americans. The teachers in the Russian zone are paid much better salaries and are provided with more abundant and more attractive teaching aids.

Mr. Voelker observed that the Russians, operating through German Communists, maintain a much greater control of the personnel and content of the education program. To make sure that the school children get only the proletariat point of view, the Russians will not permit anyone to become a teacher unless he comes from the "working class." "Had I wanted to be a teacher in the Russian zone," Mr. Voelker said, "I would have been rejected because my parents were not members of the proletariat."

Editor Voelker and his fellow German educators who have been visiting in this country will do much, we hope, to bring back to their own people a better understanding of the American way of life. But they cannot do it alone. Evidence is accumulating that our own government is bungling and blundering in its education policies for Occupied Germany. Upon educators of this country falls the responsibility of getting the facts before the people. Dr. Grace tells why and how American public opinion must demand a more effective program.

Four Million New Teachers

TELEVISION is rapidly becoming the preschool teacher of the child. It reaches the very young child ahead of and in competition with the nursery and kindergarten teacher. It teaches by vivid visualization before the teacher can do so by example or with the printed word. It invalidates or makes almost hopeless the traditional methods of the kindergarten. Cowboys and killing, murder mysteries, wrestling and Milton Berle's antics are the things the youngsters want to imitate.

Television is spreading across the country much more rapidly than did radio. Production of 1,000,000 sets in 1948 jumped to 2,800,000 in 1949, and an estimated 4,000,000 sets will be produced in 1950. Stations now operating have a potential viewing audience of nearly 65 per cent of the nation's families, 14 per cent of which already have sets. The expansion of coaxial cables and the development of microwave relay stations will soon bring television within the range of most homes in this country.

The effectiveness of television as a teacher, for good or bad, is much greater than that of radio. Essentially a motion picture, television brings into the home and the school both the evils and the educational opportunities of the movies. The combination of the three—movies, radio and television—constitutes an influence upon both child and adult which public education cannot control and is quite helpless to direct.

A committee speaking for the National Association of Secondary-School Principals directs attention to the ex-

panding influence of these media and offers some suggestions. It reports, in part:

"The problem is not so much to distinguish those motion pictures which are suitable for youth from those which are suitable for adults as it is to get rid of intrinsically immoral pictures which are fit for no one. In the first part of this task the schools as well as the industry have a direct responsibility, for they provide the medium in which standards become crystallized in the minds of the young.

"Children of secondary school age are subjected to radio entertainment for approximately four hours a day. Mercifully, they are protected from 'soap operas' by their daytime occupation in school. But there are other types of programs available during youth's four-hour listening: 'Give-away' programs whose sole appeal lies in the million-to-one chance that the listener may receive something for nothing; musical programs of inferior quality whose masters of ceremonies praise performers who evidence little if any artistic achievement; mystery and horror broadcasts—all these have bad psychological effects upon teen-agers.

"Television inherits all the duties and responsibilities of its forebears. By taking heed of the errors committed by the motion picture and radio industries, and by seeking competent advice as to both 'what the public wants' and what will best serve the needs and interests of the public, television has the opportunity to avoid the pitfalls usually inherent in the developmental years of any medium of entertainment. The association recommends that counsel be sought from educators on all other levels, from religious arbiters, parents and interested laymen in formulating a code of principles, policies and regulations for the governance of television's entire entertainment program."

One Thing at a Time

THE conversation shifted to that persistent question for which every school administrator seeks the answer: How can he meet the demands that are made upon his time and yet retain a sane mind and sound body?

It was late in the evening. We had just left one of those dinner and evening programs that all too often deprive a man of a restful evening at home—those meetings where, for public relations' sake, the head of the school system must be seen and heard.

Answering the question from his experience as a highly regarded president of a teachers college, my companion said, "The only way I keep going is to tackle one problem at a time. If I try to carry a lot of problems in my mind and take them home with me, I can't do justice to any of them. Of course, I want the facts well organized by my staff, and I delegate responsibility as much as possible. Otherwise, I try to forget everything except the matter under immediate consideration. I find it really works—to take just one problem at a time."

The Editor

The NATION'S SCHOOLS



Acme

WHY I LEFT GERMANY

ALONZO G. GRACE

Former Director of Division of Education and Cultural Relations
U.S. Military Government in Germany

OMGUS received his reasons for leaving Occupied Germany last November. Now Alonzo G. Grace tells them to his colleagues.

as told to
MILDRED WHITCOMB

FEAR drove a good man home from Germany last November. What his fears were (and are) he tells here publicly for the first time.

The good man is Alonzo G. Grace, now presiding over the monolingual calm of a University of Chicago classroom after 18 months of hard (but constructive) labor as director of the Division of Education and Cultural Relations of the U.S. Military Government in Germany.

WHAT IS WRONG?

The nine major fears that disturbed him to the point at which, in protest, he resigned from OMGUS were:

1. *Controversy within our own government.* "Criticism of our governmental operation among ourselves is regrettable, but when done in the presence of Germans is dangerous," he declares. "The place for criticism of our American government is, first, among responsible officials in Germany and, second, among officials in the United States."

Dr. Grace took his own advice, resigned as director, gave his reasons to the U.S. High Commissioner for Germany and to State Department officials in Washington, refused to talk to reporters in either Europe or America, and is now speaking out as an educator and a private citizen to other educators and private citizens. And what he has to say is of high significance.

"If there ever was a time when we should be calm, firm and confident it is now," he insists. "The rising tide of fear within our own country is not giving the world a very good exhibition, intellectually, spiritually and culturally."

"Nor is this constant talk of developing some new instrument of destruction advancing world peace. It only motivates greater activity in Russia."

2. *Too many different branches of our government that seem to be concerned with foreign policy.* The struggle for power among bureaus inevitably will lead to the weakening of the whole democratic structure, Dr. Grace observes. "It is entirely possible that indiscriminate individuals, through self-interest, can do more harm in causing dissension in a country than even the Communists themselves."

"One needs to be in Germany only a short time to see constant evidence of our lack of planning and our own poor training for diplomatic service."

"The Berlin situation, where a handful of Americans is surrounded on all sides by Soviet troops, yet protected by our powerful and well organized air force, teaches us to have our commitments at all times balanced by preparedness. But the German problem also teaches us that a strong army combined with a weak diplomacy does not ensure peace; rather it is the best combination to promote war and destruc-

tion. And there can be no better illustration of the futility of war than the German problem."

"The determination of foreign policy is a responsibility of the Department of State based, naturally, on the broad general enactments of Congress and the recommendations of the President. In other words, the responsibility is delegated to the State Department, but how well do the Departments of the Army or Navy, the Department of Agriculture, the E.C.A., etc., fit into a coordinated program in Washington? We are in danger of having too many agencies actively concerned in the shaping of foreign policy."

NEW MARSHALL PLAN PROPOSED

Last April at the international conference on comparative education at Chiemsee, Germany, Dr. Grace called for an international Marshall Plan for education.

"The world spends billions on war and other billions on recovery from the effects of war," he said at that conference, "but we shall have left the principal problem unsolved without an unrelenting attack on the moral, spiritual and intellectual life of men of all nations. There must be a change in the hearts of men if there is to be durable peace."

Now, one year later, the idea of a Marshall Plan for education is beginning to be discussed by the politicians.

To return to his reasons for quitting his post in Germany Dr. Grace resigned in protest against the following policies as well:

3. *Reduced status of education and cultural relations.* The State Department reorganized Germany according to the pattern that prevails in unoccupied countries. Dr. Grace's argument is that since the Division of Education and Cultural Relations no longer has anything but prestige on which to rely, its director should be retained on the level of a cabinet officer reporting directly to the High Commissioner. (The director has been reduced from a top level to a third level official.) He further contends that press, motion pictures, and radio, which fall under the division of information services, should be attached to a political division, since they are in large measure "propaganda services." The latter type of organization exists in both the French and British zones. Cultural cooperation and penetration have been stricken completely from our program. If there is one thing that the Communists are doing well, Dr. Grace asserts, it is their program of cultural penetration. The Stadt Opera, for example, was opened immediately upon the entrance of the Russians into Berlin.

MUST NOT NEGLECT RELIGION

"And to indicate that religious affairs gradually should be eliminated from our program on the grounds that there is no precedent for this in the American government is an outright failure to realize that America was founded on the basis of Christian principles and that all our great documents reflect this fact. Moreover the European tradition is substantially different from ours. We must not fail to maintain liaison with religious organizations and their leaders," he told the High Commissioner in resigning.

4. *Absence of official tri-partite organization.* Dr. Grace had hoped, still hopes, for an integrated staff and a cooperative effort among the French, British and American zones. He is certain from the unofficial, voluntary meetings in which he engaged with the French and British from January to June of last year that every possibility for this coordination of policy and program exists.

"It is rather naïve to believe that we will have appreciable effect on Germany without a consolidation of our efforts," Dr. Grace asserts. "Assume that by some magic we were able to

instill the democratic ideal in the 17,000,000 people in the American zone—this is but a fraction of the total population."

5. *Lack of cultural cooperation between the United States and Germany.* "Germany respects the United States only for its material achievements. It thinks we have no culture. The limited opportunities we had to bring talent to Germany had a profound effect on the people."

6. *Lack of European cultural collaboration.* Dr. Grace tried to open the door between Germany and other European countries in the belief that we should bring the other European powers into partnership in our efforts to democratize Germany. These countries, particularly those that were occupied by Germany, have a great fear that Germany will revive economically to the point at which nationalism again will be in the saddle.

7. *Constant reduction in the American staff.* "We had been attempting to develop a more effective policy and program under most unusual conditions with an absolute minimum staff; 200, including secretarial and administrative aid, was the highest count reached," he reports.

"With the adoption of the Occupation Statute, which contained no reference to education, we educators are there only by virtue of prestige and tolerance. We no longer can influence Germany, I feel, unless we secure the very best talent this country can provide."

8. *Failure to provide leadership for informal education.* The hope of a democratic Germany lies chiefly in the women, in youths, and in organized labor, he maintains. More leadership in vocational education and a cooperative program with the unions for workers' education would produce a tremendous change in Germany, he holds.

9. *Prospect of our pulling out too soon.* Says Dr. Grace: "It was my impression that the United States was running true to form. Having removed our army, in large measure (because of communist propaganda, much too early), we were in danger of removing all occupation forces and that would gradually "phase-out" education. In fact, those who regard the material recovery of Germany as a primary necessity sometimes fail to observe the important rôle of education in molding the minds and hearts of the people. I suggest they read the Hitler program.

"I'm entirely hopeful for the future in Germany if our government has sense enough to give us time."

"How much time?"

"Twenty years, at least—20 years plus the best educational leadership our country can provide. Educators must be willing to interrupt their American careers to help build a new Germany. One mistake over there was in our failure to have a trained educational mission ready. We had to take personnel from the army, many with no training in education, and later from civil service, without ever having studied their backgrounds in German or knowledge of Europe and its problems.

"Suppose that we were an occupied country and the superintendent of schools from Kottenheim, Germany, pop. 1000, were dispatched to Chicago to advise Herold Hunt. Or imagine a lecturer in American literature at Heidelberg coming over to brief Chancellor Hutchins on university administration."

NATIONALISM IS RETURNING

Dr. Grace, who sacrificed his post as commissioner of education for Connecticut to go to Germany in February 1948, says that many in the United States have abandoned the eye-for-an-eye concept. Even the Potsdam Agreement (designed to see that the German people were democratized) was abandoned once the Occupation Statute, which contains nothing about education, was adopted. However we must avoid a let-by-gones-be-by-gones period, he believes.

Under the eye-for-an-eye regime, too many held to the theory that the only good Germans were dead Germans and that the whole German people were guilty of the Nazi party's crimes against humanity.

The "by-gones" policy is beginning to develop out of the Cold War with Russia and the pressure at home to reduce expenditures abroad. Characteristically, however, the cost of the educational program in Germany never amounted to more than 3 or 4 per cent of the material aid. The total expenditure probably was about \$1 per year per German in the American zone.

"We can't go on being Santa Claus indefinitely," he declares. "On the other hand, a creative Nazi spark still remains in the embers, and the contemporary German mind is such that people could again be swept along toward a conflagration."

Right: Berlin school children turn to their own private zoo for natural science materials. Below: Supt. May of Berlin schools talks to a Swiss philosopher at Chiemsee.



Admitting evidence of a return to nationalism, the former OMGUS director of education and cultural relations finds scattered "islands of democratic ferment." To expand and strengthen these islands is our business.

ISLANDS OF DEMOCRATIC FERMENT

Some armaments by which these democratic islands are being morally fortified will be listed by Dr. Grace five minutes after you renew his acquaintance. He lists the following ventures as significant:

1. *The University of Chicago experiment at Frankfurt.* This consists of a quarterly bilateral exchange of professors.

2. *Education Service Centers*, of which there are 11. There for the first time in Germany teachers are cooperatively developing courses of study. These centers are responsible for the publication of 30 textbooks in history and social studies in the last 12 months. At the Esslingen Workshop and at the Center for Guidance at Hesse a pupil testing program, patterned after our own, has been worked out.



3. *Teacher Education Program* at Esslingen and Weilberg. These cooperative projects of the Ministry of Education and the American government turn out more than 100 trained teachers a year.

4. *Chiemsee Conference.* This marked the beginning of a movement to bring together various European educators to consider common problems. To this first conference came 80 Germans and 40 delegates from 11 countries.

5. *Youth Programs.* Particularly important was the self-help program, designed to provide work-education opportunities for thousands of youths, many of them homeless, frustrated and disillusioned.

6. *Conference of Rectors of Universities* at Bad Nauheim. Assembled at the Grace home, heads of Germany's historic universities sat around the dining table and drew up a revolutionary set of resolutions.

The university rectors, for example, recommended abandonment of corporations (fraternities) and the substitution of residence halls for students and student unions. This daring departure from German precedent already is materializing.

They agreed to start adult education programs and extension courses; to begin a two-way exchange of students and professors with all countries; to create an Institute of International Education, which would be a repository for studies in education from other countries and would help counteract their 15 year isolation; to establish an American Institute at the

University of Munich (now in operation and supported in part by the Bavarian government assisted by funds from the Rockefeller Foundation).

7. *Free University of Berlin.* As American newspaper readers know, the Free University is a going institution. They may not know that half of its 4000 students come from the Eastern Sector and are ever mindful of the risk they run of being picked up by the Russians.

"Another mistaken theory we had about Germany," the Connecticut educator points out, "was that we could create an American University over there. Now the Free University has been completely developed by the Germans. Significantly it marks the first time that the working class in Germany ever has had a significant chance for a university education."

HIGHER EDUCATION OPENING UP

In the past more than 90 per cent of the total school population received only an elementary school education. The children went out into life from a vocational school, which provided strictly trade training and gave them no opportunity to think for themselves or to receive liberal instruction. At the Free University of Berlin students are admitted on recognized ability only.

From the rectors of the older private universities now comes the proposal that the government finance a huge system of state scholarships, which would open these ancient class institutions to apt students from the ranks of the workers; only 4 per cent of the enrollment is now from this class.

When it comes to secondary education, the German school system is fully as reactionary as it was in the past, Dr. Grace regretfully admits.

SECONDARY LEVEL LOOKS DARK

"Minister of Education Bauerle of Württemberg Baden, an enlightened man, had some reforms in mind for the secondary schools," Dr. Grace relates. "When they were announced, a delegation of protesting teachers descended upon him. 'Why change our schools?' they asked indignantly. 'They are the best in the world. Look at our list of Nobel prizewinners.'

"But I'm not interested in Nobel prizewinners," Herr Prof. Bauerle replied. "I'm interested in preventing World War III."

It is on the elementary school level that evidence of democratic practice is greatest, Dr. Grace reports.

Textbooks, the American educator concedes, are one of the important problems of the formal educational program. "Where we made a mistake," he declares, "was in insistence on organizational change in the schools. The heart of any school program is not organization; it is the teachers—and what and how they teach.

"Two changes were necessary: to develop a new kind of training for teachers (the old teachers were masters of content but thoroughly unfamiliar with human development) and to write textbooks that would eliminate emphasis on militarism, racism and nationalism. This, of course, has been done; Nazi textbooks are out. But they must remain so.

Within the last two years, largely, we have printed 19,000,000 textbooks. During the first two years of the Occupation, while we were struggling to get paper for this purpose and accomplishing next to nothing, the Russians were running off textbooks by the thousands, each totally communistic."

RUSSIANS WHO TEACHERS

The resourceful Russians are now putting out four handsome journals for teachers, and these circulate all over Germany. We publish none, save for insignificant bulletins. The Germans themselves have about 40 teachers' journals, fairly stuffy ones giving scant attention to child development.

Falling into a prophetic vein, Dr. Grace says: "There will never be democracy in Germany as long as there are four separate concepts of democ-

racy represented there. There no doubt will be two, as communism and democracy are irreconcilable.

"The most important matter is creation of a unified West Germany intellectually, spiritually and culturally."

Back in January 1949 Dr. Grace made unofficial overtures to his counterparts in the British and French zones to come to Bad Nauheim for exploratory talks. Between January and May these representatives arrived at complete agreement on policy, program and principles. On organization they could not come to terms.

"I suggested a tripartite educational commission on the same level as the economic, political and military security commissions," Dr. Grace recalls. "Britain wanted informal organization with nothing at the top level. France shared our point of view.

"The French made the proposition that finally prevailed. There now has been organized an educational commission as part of the Political Division. At least the first step toward a unified program and policy has been taken.

SPIRITUAL RENAISSANCE NECESSARY

"How are things going on a spiritual plane, Dr. Grace?"

"The training of youth under the Nazi regime, which substituted national socialism for religion, had the effect of subjecting large portions of the German people to a spiritual blackout, even though they technically might be church members.

"Recovery of religious feeling and moral responsibility will not be effected by a formalized program alone. A continued attack on the problem, both intellectually and emotionally, will be required on the part of the churches and groups representing religious organizations in Europe and the United States.

"Economic and political problems are only symptoms of the real struggle, which is fundamentally one between materialism and moral-spiritual values. Once this is understood and the conflict resolved, all other impediments to the enhancement of human dignity will vanish. If not resolved, the conflict could ultimately destroy man and his works—law and order, humanitarianism, social justice, and the hope for everlasting peace.

"Along with Germany's amazing material recovery, the people's courage has come back with a rush. The lag in an all-out effort in the intellectual,

spiritual and cultural spheres will be difficult to conquer."

"Much that you say does not seem too hopeful. On what do you base your provisional optimism, Dr. Grace?"

WHERE HOPE LIES

"On three groups: Labor, Women, Youth.

"The labor movement is growing rapidly—there are now 5,000,000 members of labor organizations. There is evidence that the old docility is going to disappear. In their independent thinking the seeds of democracy will sprout.

"Then postwar Germany has 7,000,000 more women than it has men. These women are growing conscious of their rôle in society. Sitting in the national assembly at Bonn are 26 women. 'How are women doing in your Congress?' these women ask me, somewhat to my discomfort.

"Finally there are the youths between 12 and 20; you can go places with them. The men between 30 and 40 in large measure are lost to us—hopelessly. But in the last 10 years not too much has been done to indoctrinate the children.

"Outside volunteer agencies have been revived, and 266 communities have set up local youth committees. One third of these are headed by trained personnel. We are providing the funds for the training of prospective youth leaders brought in from Scandinavia, England, Switzerland and the United States. Four thousand of these leaders have been trained according to the European, not the American, pattern—a sensible proceeding.

"Our great hope now is for liaison with voluntary nongovernmental agencies in this work, agencies such as the A.A.S.A., the N.E.A., the American Association of Social Scientists, the Y.M.C.A., and the C.Y.O.

"The need for democratization work among rural youths is desperate. So far they are the Unreached. We hope to develop the community center idea for this purpose.

"Now if we are to do anything with German young people, it won't be by lectures and forums. It will take more than talk. I proposed a Mission for Youth with 1 per cent of our material aid being allocated to a youth program. In this way youths going to school could do restoration work on school buildings and libraries and earn some money, I argued. I am happy



Radio Conference at Nürnberg. This was a 10 day workshop on the use of radio and visual aids, leading to their reintroduction into German schools. The somewhat familiar setting is the Palace of Justice, where the war criminal trials were held. Broadcasts were in three languages.

to report that by the efforts of such boys—most of them refugees and orphans—150 projects have been completed, all the work being done under German leadership."

IMPLICATIONS FOR OUR SCHOOLS

After front-line administrative duty in such a strategic area, Dr. Grace, it would appear, might see some implications for American education. And so he does. He emphasizes five of these.

1. The United States, now a world power, has not prepared its citizens for world leadership. One deficiency is our lack of interest in language and poor teaching of foreign languages. Dr. Grace would have a fifth grade child—superior or above average in intelligence, as we know it—choose one language for study. He could continue with the study of this language until high school graduation or beyond. Moreover, he would not be taught the language by old methods.

2. Why leave to radio talent scouts the identification of talented children? We should begin to identify talent in the elementary school. In our democratic society, while educating all, we are pulling all down to the lowest common denominator.

3. The German system forces the child to make a vocational decision at the immature age of 10. We point toward the opposite pole. Too many young people get out of college with no idea of their occupational future.

Too late are our youths being inspired to make a vocational choice.

4. In Germany social sciences are represented by a complete vacuum. In our country social studies and social services are now emerging from a hodgepodge. Youngsters still get out of school knowing little about our social system, our place in world affairs, or the principles on which this country was established. They are short on geography, on world history. Let's hold ancient history down to a few study units and put the time on the modern world and its background, Dr. Grace advises.

5. Under Hitler there was complete indoctrination of youngsters in the whole spirit of national socialism. Ditto the U.S.S.R. and communism today.

"Now don't accuse me of advocating indoctrination," Dr. Grace warns, "when I maintain that it is time we let our young people know about all the things for which our people have fought, bled and died. These should become a part of our national spirit—it is not American nationalism.

"If we live in a capitalistic, or free enterprise, society, we ought to begin teaching about it. Yet anybody who expresses a liberal idea that would save capitalism is the butt of attack.

"When capitalism recognizes that we can't have ghettos, can't have people living in bad housing, can't have inequality of educational opportunity or of health services, can't have years of unemployment; when it recognizes that social security does not mean socialism, then we teachers must get it into people's minds to improve and to preserve our system."

Yes, in spite of all our mistakes as an occupying power, Dr. Grace sums up our situation in Germany not as bad, but, rather, as indefinite to good. His view is based on the hope that our government will continue to select the very best people for foreign service, even though they may disagree on policy and program. It seems to him that our government desires too many "yes" men both in international affairs and in the government setup.

Since Dr. Grace quit, itemizing his fears for Germany's future, High Commissioner John J. McCloy has been getting a little tougher, and Dr. Grace is growing confident that he will do the job required. And—these are not the former Connecticut educator's words but this reporter's—perhaps the course Dr. Grace took over there is in large measure responsible for our present, more enlightened policy in Germany.

SEX EDUCATION

at Shaker Heights starts in fifth grade

MANUEL E. KUECHLE

Director of Health, Physical Education and Safety
Shaker Heights Public Schools
Shaker Heights, Ohio

As told to G. F. UTTER

IN THE entire category of elementary school studies for centuries none has been more fraught with misunderstanding and ruled by sterner taboos than courses dealing with the vital relationship between human beings usually called, or miscalled, "sex education."

Only recently in the United States has there been taken any broad public action, through state legislation or otherwise, to include more than the most meager and haphazard instruction in elementary school curriculums on the subject of the male-female relationship.

FAIRY TALES ABANDONED

In the Shaker Heights school system in Cleveland, such instruction started nearly 25 years ago. Along with Bronxville, N.Y., and Winnetka, Ill., Shaker Heights was a pioneer in this field of education. Work started by Dr. Frederick H. Bair, former Shaker schools superintendent, before the Thirties now is coming of age under the direction of Supt. William Slade Jr.; Russell H. Rupp, Shaker Heights High School principal; members of the health and physical education department, and others.

In Shaker Heights schools nearly a quarter century of progress in "sex education" has resulted in the development of technics and expansion and modification of methods that could point the way for any school system newly embarked upon or contemplating this type of study.

Since 1927 this northern Ohio community has progressed from a "fairy

tale" approach to the subject of sex—with bird and bee analogies—to one explaining and dramatizing boy-girl relationships and stressing an understanding of this relationship as of major importance in appreciating the adult life situation.

The art of personal living course in Shaker is basically designed to develop an appreciation and satisfaction on the part of the pupil in growing physically, emotionally and socially; to provide an opportunity to meet the needs of the growing child by helping the child understand how the body is built and how it works; to develop an awareness of wholesome emotional attitudes by introducing or supplementing vocabulary, changing and modifying attitudes and ideas, and providing opportunity for classroom discussion of the child's own problems, and to promote wholesome attitudes and relationships between the sexes so that each may become aware of the full meaning of manliness and womanliness as the most desirable of personality traits.

AN EXAMPLE OF THE APPROACH

The threshold to this study now is crossed in the fifth grade in Shaker schools, in both boy-and-girl and un-mixed classes. An introduction to the consideration of physiological differences between the sexes is made in the fifth grade, and by the end of the sixth grade pupils have been told the difference between primary and secondary sex characteristics.

Leona Glover, M.D., for years has been a lecturer for the Shaker courses,

and excerpts from one of her talks to sixth grade girls are illustrative of the approach used in Shaker schools. To the girls Dr. Glover says:

"Secondary sex characteristics are the ones that mark off males and females. In human beings they begin to develop for girls about the fifth or sixth grade. What is the first thing girls begin to notice when their bodies begin to change? Their hips. Usually your hips begin to broaden when you are about 9 or 10. This spring you will try to get into the shorts you wore last summer, and you'll discover you can't button them. The next thing a girl begins to notice is that her breasts begin to develop. . . .

"Men have broad shoulders, narrow hips, long arms and legs, deep voices, more hair on their bodies, and big muscles that show. You do the same exercises that your brothers do, but you don't develop the muscles they do. I can show you one reason why.

"Pick up a piece of skin between the thumb and forefinger. You pick up quite a bit. If you can get near enough to your brother to pinch him, you will find that his skin is much tighter. A woman has more padding under her skin.

"The primary characteristics are harder to understand because you can't see them, and girls especially don't know what they have in the way of equipment hidden inside of their bodies."

WHEN THEY REACH 10TH GRADE

After presenting an outline of life characteristics from plant to animal, Dr. Glover explains in considerable detail the gross functioning of such organs as the heart, lungs, liver, spleen and kidneys and discusses metabolism and the endocrine glands. With this background assimilated, the pupil then is told in detail the specific similarities and differences in the reproductive systems in male and female.

With repeated review and further exploration of both physical and mental aspects of the life changes of youth, the instruction proceeds in wider scope until in senior high school there has been laid a solid foundation for presentation of the most important considerations of boy-girl, man-woman, and family relationships. By that time Dr. Glover is able to tell 10th grade girls the following:

"By this time you all know that sex is one of the important facets of life. Sexually you are as mature as



Museum exhibits explaining birth processes help the Shaker Heights students in their approach to sex.



Prenatal life is no longer a mystery to these high school girls after they study models in local museum.

Photographs from Cleveland Health Museum

you are ever going to be, and emotionally you are mature enough to understand anything that you need to know before falling in love.

"As you all know, your feelings change as you grow. It wasn't long ago that you had a different attitude toward the opposite sex. You didn't care what the boys thought about you,

and the boys cared less what you thought about them. In kindergarten boys and girls play together, and this usually continues through the first and second grade. Then they begin to feel different—the boys throw snowballs at the girls and generally annoy them. Girls decide that boys are a great nuisance.

"Then comes puberty and then adolescence, and one of the outstanding things in adolescence—and where you are oftenest at loggerheads with adults—is your relations to the opposite sex. Adolescence is discredited because of this emotional business that creates such a gap between you right now and your teachers and par-

ents. You think they weren't ever young. They think they weren't like you.

"Most of you will grow up to marry and have children. When this happens, remember sex as such means nothing to small children. Don't scold them and punish them for what seems like undue interest in themselves and others. You don't want them to associate the genital area with something that is bad and shameful, but they will if you block them.

"The simplest thing to tell a child is that the baby grows in the mother's body in a nest there. You are afraid he is going to ask how it got there. Usually they don't ask. One time a mother and her little boy were going downtown in the car. He asked: 'What is the difference between an ox and a steer and a cow?' She went to great lengths explaining the difference. Then she asked: 'Now do you understand?' He said: 'Yes, but what I want to know is, what will happen if you go through another red light?'"

COMMUNITY CONSENT FIRST

The foregoing has been only the sketchiest of expositions of the methods that are used in the long period of such instruction given to Shaker pupils, but it may serve to establish the levels at which such teaching is given. Shaker pupils are acquainted with human reproductive processes, even to such particular facts as that the human ovum has only 24 chromosomes, with known facts on heredity, with facts concerning social diseases, and with explanations of homosexuality before they are graduated from senior high.

It hardly needs to be said that any such instruction cannot be attempted without an arduous program of preparation, which probably poses the most difficult problem of all. First, community consent must be obtained from all elements, secular and non-secular, and this is a task involving the most judicious use of tact and wisdom in making clear exactly what is going to be taught and what is not.

Cooperation must be obtained from parents, the parent-teacher association, community agencies, and from individuals, such as physicians, who are qualified to give practical guidance and spiritual counsel.

Any school system embarking upon such a program must realize at the start that teaching "sex education" in

the classroom is in itself a pre-empting of the responsibility of the parents. But it is all too apparent that the parents themselves have not had such education and are unable to instruct their children. Hence, any such program should have the additional aim of educating the parent. The school will supplement, never supplant, in-the-home social and sex education of the child. The Shaker method of educating parents may be exemplar.

When first begun, the Shaker plan started in the 10th grade. Because it now has reached down to the fifth grade, the parents of pupils at that level are invited to attend a series of five or six lectures each year in which they are informed about best methods of telling "the facts of life" to their children. Attendance at these lectures has been large. Informality is a keynote, and a particular effort is made to encourage questions.

Here the community agency is of value. Parent lectures in Shaker currently are conducted by nurses from the Family Health Association. These nurses also assist in the in-service training of teachers for the life education classes, a supere-education program of considerable magnitude by itself.

For the pupil all possible means of getting across the idea of instruction for best living are employed. Films are used, books on health and physical and mental hygiene are on constant reserve in Shaker school libraries, and cooperation of the Cleveland Health Museum and its director, Dr. Bruno Gebhard, has been obtained for use of the museum's multitude of excellent and often unique exhibits on human reproduction.

No such effort in this new field of education can be static because of the experimental factor of relative newness, so Shaker's constantly is being revised in detail if not in basic content.

START ON SMALL SCALE

To any community starting such education a fundamental rule could be: Start on a small scale and expand in methods best suited to the needs of your community. Mr. Slade, Shaker's superintendent, recently outlined this modification of the now relatively old, tested and tried Shaker courses:

1. Increased in-service training for Shaker Heights elementary teachers designed to prepare them to take over the work in sex education at each

grade level, with emphasis at the fifth grade level. (Shaker instructors stay with their pupils as "homeroom" teachers and counselors for three years in junior high, and the same procedure is followed for three years with senior high teachers.)

2. Instruction for boys and girls together at the elementary school level, with segregation for perhaps one or two periods in the fifth grade.

3. Information formerly given in the sixth grade to be given in the fifth grade.

4. Increased use of visual aids and a trip to the Cleveland Health Museum.

5. Further encouragement for parents to study the subjects in parallel with their children. Courses to be offered on the adult level in each elementary building.

6. Content of the course to be broader, with more emphasis on the life situation approach, such as "dating" and other interests of adolescence.

7. Introduction of a short "preparation for marriage" course in the senior year (12A) together with a period or two in which students may ask questions on marriage.

Because the Shaker schools' population is highly homogenous from an economic standpoint, most graduates go to college. For this reason the preparation for marriage instruction is not accented.

TEACHERS GIVEN LEEWAY

In all of the Shaker agenda for sex education no effort is made to force methods or ideas on the teachers. It is, of course, impossible to give any statistical summary of results in the Shaker program, but adoption of the idea by other schools throughout the nation could be a prior proof of its need.

Only the most prudish person, blind to realities, could object to the intelligent presentation of the facts of life in the formative years of the primary school pupil, Shaker educational directors declare. The Shaker plan is considered in no wise a perfect solution for problems inherent in overcoming age-old taboos and superstitions regarding sex, and it is likely that the future will find the Shaker school directors laughing at the consummate delicacy with which certain subjects are handled today. But in the words of Dr. Glover:

"It isn't the truth or the facts that are shocking. It is the not knowing."

ONE of the first requisites for curriculum change is the realization on the part of administrators and faculty that the old curriculum is inadequate, plus a confidence that they can build a more effective program than the one it will replace.

All schools are faced today with the problem of revising the curriculum to meet the new conditions brought about by movies, the radio, television, the airplane, atomic energy, expanded global frontiers, and newly created occupations. Meeting the needs of those who will be staying in high school because jobs are getting scarcer necessitates thorough study of our offerings to noncollege students. The demand for addition of new materials poses the related problem of determining what parts are no longer essential and should be taken out of our present curriculum.

Since it is only natural for human beings to resist change, the wise administrator moves slowly until he is sure that a substantial number of teachers, but not necessarily all of them, see why changes should be made and are ready to do something about making them. The members of most faculties have a variety of training and experience, considerable firsthand knowledge of local conditions, widely varying backgrounds, and a sincere desire to improve the effectiveness of their work. From such a group will come a diversity of ideas on curriculum content and construction from which those best fitted to meet local needs can be selected.

BEST ATTACK

Once it is clear that the group is ready to consider curriculum revision, the problem is to decide how best to attack the problem. Many believe that in a 12 grade school a vertical attack on problems that extend all the way through the grades and high school, such as critical thinking, spiritual values, reading and quantitative thinking, offers the best starting place. Others believe that the most effective way is a horizontal approach through considering the entire offerings within a grade or a group of grades, such as primary, intermediate or junior high school.

If it has not already been done, another step that must be taken early is to arrive at a clear statement of the school's philosophy and general objectives. Probably this problem should be the first for group consideration, but sometimes faculties find it difficult to

Getting Started on

CURRICULUM REVISION

MERRILL F. HURD

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agree on an initial statement of philosophy, and the whole program is held up to the point of discouragement. In these cases experience indicates that the most effective way is to proceed and let the philosophy develop with the program.

The administrator who plans curriculum revision can assist in getting things under way by listening to teachers while making a mental note of things they think can be improved, by encouraging teachers to visit similar near-by schools in which enthusiastic curriculum revision is in progress, by obtaining competent speakers on the subject, by enlisting aid from teachers colleges or from the state education department, or by making a rich supply of curriculum literature available in the professional library.

Once the program is under way, the administrator should be of further service by constantly offering encouragement, by releasing teachers from their classes when necessary, by obtaining financial backing, by acquainting the board of education and lay groups with the problems and the progress being made toward their solution, and by keeping all faculty members informed of results. Moreover, he must be willing to consider carefully any policy revisions suggested by the committees and to try out any change that the group thinks worth while.

Obtaining community support of the program is another problem. Caution may need to be used in some cases to prevent inherent antipathy to change from causing the violent reaction that sometimes occurs when the community has insufficient understanding of the value of new additions to and changes in the curriculum.

Supervisory officials and the board of education should be consulted on preliminary curriculum revision plans and their approval obtained in advance. Invite their questions and keep them

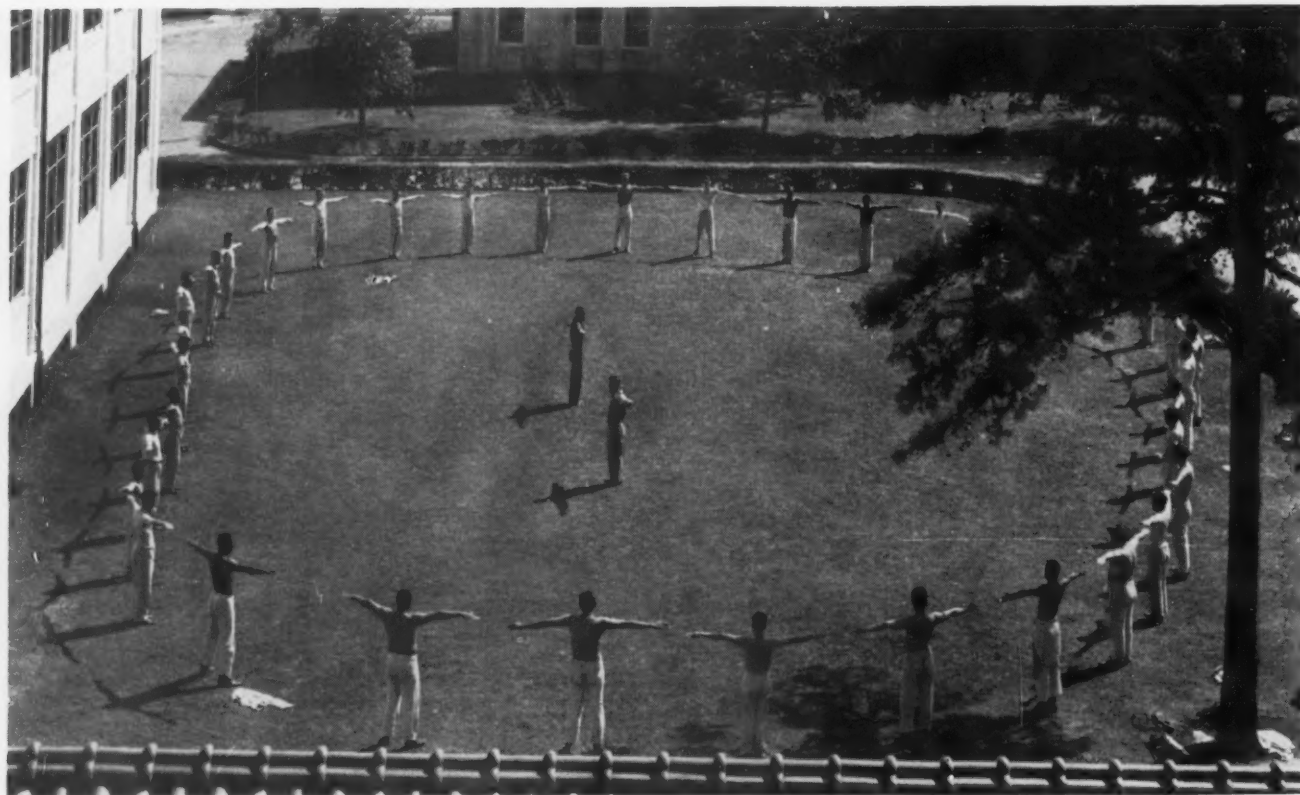
informed of progress by submitting tentative results as they become available. Frequently, board members will be willing to serve on lay advisory groups and should be encouraged to do so. In any case their complete familiarity with the proposed program will be most likely to ensure adequate financial aid.

Another problem, frequently ignored, is that of obtaining the advice and assistance of students. There is much to be gained by the students, and the curriculum produced will be more practical if students are invited and urged to make suggestions on matters they are mature enough to understand. Likewise, students should be kept informed of changes and the reasons for them so that they will be in sympathy with the program and thereby more willing to see its advantages and to be helpful in the home and community public relations program. It will be easier to administer changes if custodians, bus drivers, and other nonteaching employees who will be affected by the new patterns of room arrangement, transportation or storage of materials have participated in forming the plans and philosophy.

EVALUATE PROGRAM

Plans should be set up early in the program for evaluation at the end of each phase and at the conclusion of the study. This might be done by group judgment, consideration by experts, actual classroom trials of materials produced, or comparison against standardized tests. There seems to be little doubt that the materials produced by such a curriculum revision program will stand on their own merit, but perhaps the greatest value will be the realization that effective revision never ceases and that a carefully planned study of common problems is almost sure to raise significantly the level and the quality of teaching and learning.

Does your **ATHLETIC PROGRAM** need a housecleaning?



MUCH water has gone under the bridge since schools initiated programs in physical education. In some situations it might have been better had the students remained "unhealthy." Too frequently the reputation of coaches, the desire on the part of administrators to circumvent difficult scheduling problems, and the inability of certain faculty members to appreciate the objectives of physical education not only have worked against the attainment of desirable goals but also have put the health of adolescents in jeopardy.

BRUTAL COACHING

I recall visiting a high school on a cold winter day. I saw three boys sitting behind a furnace. They were wrapped in blankets and sweating profusely. They informed me they had to lose some weight so they would be eligible to wrestle in a certain weight classification. Their coach also had instructed them to eat lightly and to refrain from drinking water. The fact that these boys may have been injuring their health and were running an excellent chance of catching pneumonia was insignificant compared with the importance of winning a wrestling match.

LEO W. JENKINS

Dean, East Carolina Teachers College, Greenville, N.C.

Coaches of this type have no place among youths, yet they are highly regarded because their teams are winners.

Some schools schedule physical education classes shortly after lunch. Everyone is required to run around the field several times. Following this warm-up, there generally is a period of calisthenics. Teachers of these classes then wonder why some students develop upset stomachs after such activity. The stock answer is to blame it on poor eating habits or faulty diets.

In other schools boys receive a weekly reprimand, both vocal and physical, not because they do not play football or basketball well but because the other team played better. This type of sadism may be justifiable in professional competition, for professional players receive lucrative rewards. But it most certainly is out of place in high schools; the paramount objective of inter-school competition should be recreation and physical health.

All too frequently, dominant emphasis is placed on the varsity teams; actual participation is limited to a relatively few students in spite of the fact that the purpose of all physical education programs should be improvement of health for all youth. Little physical good for the whole student body will come from grandstand participation in athletics.

TOO FEW PARTICIPANTS

The nation's alarming number of physically unfit men, discovered when they were given army physical examinations, should cause all educators to take stock of their health programs. Too many of us have grown up as spectators rather than as participants. There must be a place in the physical education class for the clumsy boy even though he is athletically inept. To find a place for him will require a much greater effort on the part of teachers of physical education than

they usually make, for merely placing a basketball in the hands of these pupils will not be sufficient.

How then and by whom shall a good physical education program be judged? The responsibility for evaluating this activity rests primarily with the superintendent of schools and his delegated assistants.

The answers to the following 10 questions may help reveal to the superintendent the status of his physical education program. They may also help focus attention on some sore spots in dire need of immediate remedy.

ASK YOURSELF THESE QUESTIONS

1. Is the primary objective of the program health and recreation for *all* students?

2. Is *all* activity based first and chiefly on outcomes leading to better health? If students' health comes second to victory, the program is not only weak but vicious.

3. Is there great enough diversity so that all students can find enjoyable activity in keeping with their present state of development? If the number is limited, the fault may rest with inefficient and/or lazy instructors or false economy minded boards of education. If the diversity of games is satisfactory, then the administrator should ascertain the amount and nature of participation

on the part of each student. Letting a few students monopolize all the activity is as undesirable as having too few types of activity.

4. Are leadership, supervision and instruction given for intramural games and sports? These activities should not be considered side issues by coaches who feel that their major emphasis must be on varsity teams. The use of student assistants may develop leadership for a few students, but it is never a good substitute for trained leadership.

5. Are there activities for all youth that have carry-over values into later life?

6. Is major emphasis given to those activities that benefit the greatest number of students?

7. Are girls relegated to an orphan rôle in the program, or are there adequate activities for them?

8. Is sportsmanship placed above victory in all varsity activities? To some schools this may sound strange, but if lasting values are to be achieved sportsmanship must be put above winning in all contests. The team that wins and does not practice good sportsmanship has really lost something that could have benefited it long after the particular game is forgotten. Poor sportsmanship has caused some schools to find themselves in the embarrassing

position of having varsity teams but no opponents.

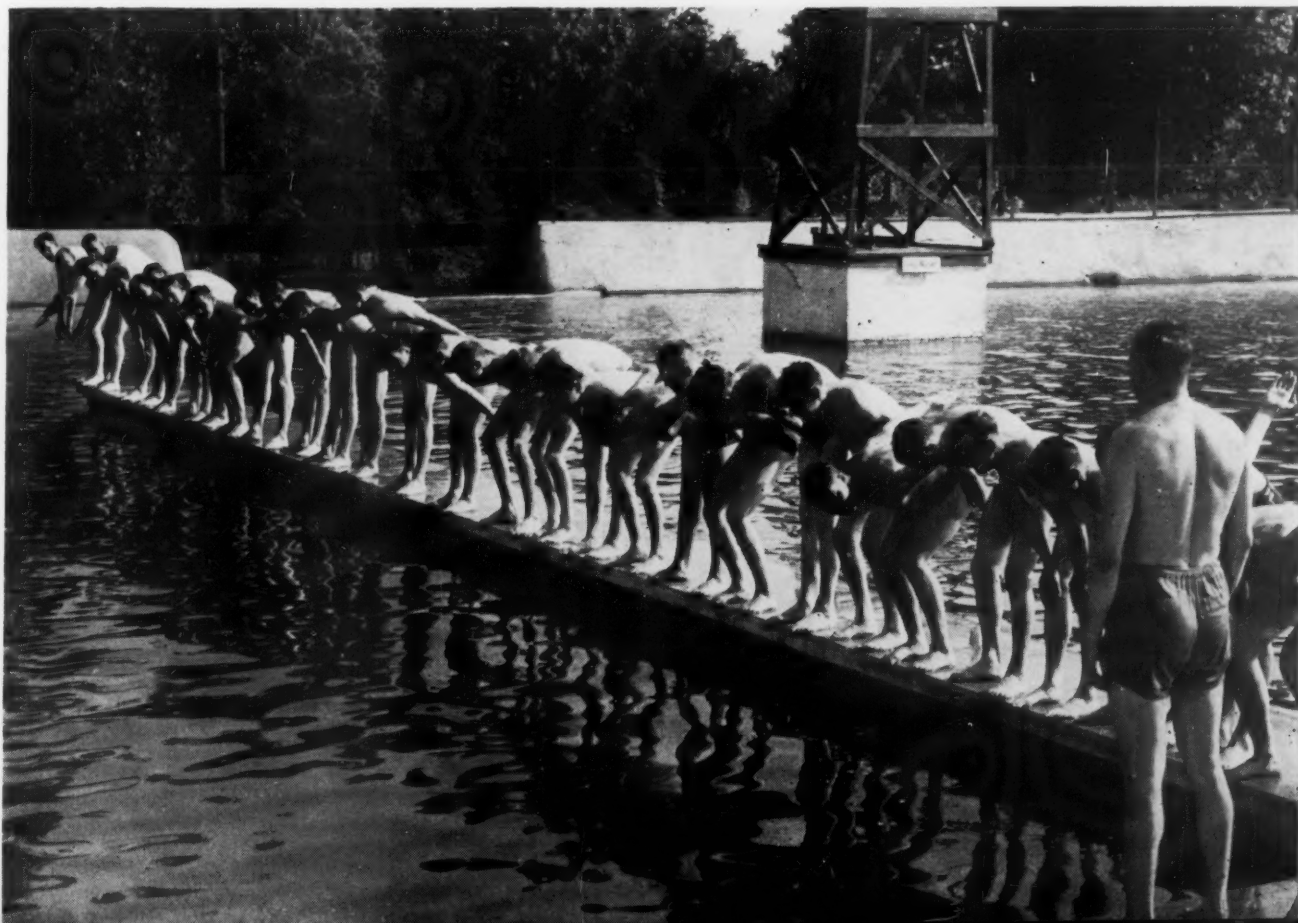
9. Does athletic activity have its proper status in relation to the whole school program? It does not make good sense for the tail to wag the dog. Regular classroom work and all other school activities have a definite, worthwhile rôle to play, too. When these activities are secondary to athletic activities or play a distorted rôle in the whole scheme of school life, it is time to take the athletic program to the woodshed.

10. Is the athletic program completely free from unsolicited outside interference? It must always be remembered that although ardent citizens may be good athletes as well as well meaning sportsmen they nevertheless are generally not educators. School authorities are hired to run the schools, and they must both protect themselves and be protected from outside direction. It is never wise to let any part of the physical education program fall into the hands of persons not directly connected with the school.

IF THEY DARE NOT BE ASKED

The superintendent who cannot answer these questions to the satisfaction of impartial critics is permitting himself to be put in an untenable position. If the athletic program is so powerful that these questions dare not be asked, the system is long past the time when a thorough housecleaning is needed.

The physical education program should be for all, not for the few, with emphasis on those activities that have carry-over value into later life.





Courtesy of the Edison Institute

We separate beginners into three

PROGRESS LEVELS

JAMES E. HOUSTON

Superintendent of Schools
Lovell, Wyo.

IN THE schools of Lovell, Wyo., a study was made of the problem of a considerable number of failures in first grade. It was found that these so-called failures were usually children who were youngest chronologically, *i.e.* barely 6 years old by the time set by the board as the deadline for admittance into first grade. For two successive years a record was kept of the reading readiness scores and subsequent progress of first-grade pupils, and the record supported our belief that usually the youngest children failed.

In line with the conclusion drawn from this study, it was recommended to the board that pupils be admitted to first grade only if they are 6 years old by the first of September. Fortunately the state department of education about this time made a similar recommendation, which helped convince the local school board that such action would be wise.

Reactions to this decision have varied, but essentially the community has confidence in the wisdom of the decision and has supported the school

in its attempt to reduce the possibility of failures through the raising of the chronological age requirement.

Starting from this point, we proceeded to reorganize our primary department along the line of growth or development levels. This resulted in the setting up of three such progress-levels within each grade. In each of these levels, pupils were grouped according to their maturity or progress in school. The teachers accepted their appointment to the different sections with the understanding that they would be rotated each year and thus over a period of three years each would have an opportunity to teach all levels within any certain grade.

ORIGINAL GROUPINGS MADE

We grouped beginning pupils who were most nearly ready for school. The grouping was determined by reading readiness tests, personal interviews, and the principal's and teacher's appraisal of the child's interests and reactions. The second section consisted of the children who were more nearly average in maturity and readiness for reading. In the third section were children who met the chronological age requirements but who needed much readiness work.

In all of these groups were children of Mexican extraction who had mastered or failed to master the rudiments of the English language to varying degrees. In the first and second groups the basic reading readiness program was begun at once, and by the end of the first six weeks progress had been made in the pre-primer. These children were alert, were cognizant of differences, and had good muscular control. At the close of the first six weeks' period Letters I and II on the opposite page were sent to parents by the teachers of the first and second groups, respectively:

In the third group, progress is slower but the curriculum is laden with opportunities for experiences, the development of muscular control, and preparation for the reading readiness program. At the end of the first six weeks the accompanying letter (III) was sent to the parents of children in the third group.

Parents have been quick to sense the advantages that accrue to their children when they are placed with others of a similar development level. Anticipated opposition from sensitive parents who, it was felt, would not like to have their children in a slow

LETTERS TO PARENTS OF GROUPS I, II AND III

I

We do not issue the usual report cards the first six weeks in our first grade as this period is devoted for the most part to readiness activities in preparation for more formal work in reading, numbers, phonics, etc. . . .

These, of course, are only part of our activities and goals. Take time to see your child's worksheet or reading page when he brings it home and praise him for work well done.

Your child's height is——.

Your child's weight is——.

Thank you for your cooperation.

II

Thomas is making fine adjustments in school. He is gaining power in tendencies vital to reading success. Some important skills of our "Reading Readiness" program are:

1. Following directions.
 2. Directing eyes to material teacher indicates.
 3. Participating in expressing ideas.
 4. Noting comparisons, recognizing likenesses and differences.
 5. Working and playing with the group.
 6. Sitting still for short periods.
 7. Drawing original pictures.
 8. Using colors intelligently.
 9. Producing neat work.
 10. Many and varied experiences.
- Please visit our school.

III

In most cases your child is adjusting satisfactorily to school. It is a slow

process, however, and requires time and many varied experiences. You can help greatly at home. I am listing a few of the many things you may do to help. I hope you will feel that they are worth while:

1. Give your child responsibility; for example,

(a) in answering the home telephone and calling others with ease and confidence;

(b) in going to the store without a note;

(c) in letting him help at home, dusting, doing dishes, making beds, cleaning the bathroom, etc., and above all in caring for his own personal belongings.

2. Let your child make a scrapbook using old catalogs or magazines from which to cut pictures and in which to paste—a number book, animal book, food book, etc.

3. Take time to listen to the experiences your child is having at school. Insist on good clear sentences. Children cannot read well until they can speak well.

4. Help your child to understand the world he lives in. Whenever possible let him see and do new things, meet new people. Let him talk.

5. Help your child to respect the rights of others. Praise him often for doing the right thing. Deny some privilege when he does not do the right thing.

Your child's height——. Your child's weight——. Normal——.

section failed to materialize. Being with others similar to themselves has led to greater happiness on the part of these beginners in school. Similarly, teachers are better able to adjust the curriculum to meet the needs of all the pupils.

Our particular variation of the progress or development-level idea is being extended this year into the fourth grade. Thus children in the fourth grade in the Lovell schools were permitted to begin right where they left off in the spring. We work on the assumption that a child will have four years in which to complete our basic reading program. He is promoted from growth-level to growth-level instead of being retained in one grade or promoted within or from one grade to another.

UNHAPPINESS ELIMINATED

During 1947-48, the first year that this plan was in effect, there were no retentions among 300 pupils in the first three grades as compared with an average of two per grade the previous year. We feel that the elimination of the unhappiness and frustration that often followed retention and the feeling of failure, which in many cases followed the child even into high school, alone has justified us in making the changes. In addition, however, and of equal importance, is the recognition in this plan of the importance of individual differences in children. We are attempting better and more sincerely to accept the child as he comes to us and to take him as far as we are able while he is under our care.



Courtesy of the Edison Institute



Duluth schools provide

EXPERIENCES IN COMMUNITY LIFE

ALVIN T. STOLEN

Superintendent of Schools
Duluth, Minn.

Parents join their children in school trip to observatory in Duluth.

THE public schools in Duluth, Minn., are among those educational institutions that emphasize a life of reality. They stress responsibility in community life through participation in various vital activities of the city.

In connection with the Community Chest drive, students carry on various projects based on sound education principles. The schools committee of the organization has published a manual as a source book and guide for teachers' use in regular classroom work. Exercises suggested in the manual show how lessons in neighborliness and civic spirit may be brought into the home. This material is used in the elementary schools and in the high schools, where social science classes study basic social needs and economic problems.

AID TO COMMUNITY CHEST

During the Community Chest campaign, a speakers' bureau of high school students, trained by teachers, is on call for luncheon clubs, P.T.A., and other civic and fraternal organizations as well as for school assemblies. The

speakers get their information by reading printed materials and by visiting the agencies served by the Chest. Schools present special assemblies on the work of the Community Chest and publish articles on it in their papers. One junior high school gives daily news broadcasts on the campaign over the school public address system and publishes an extra edition of the school paper which is devoted to the Chest drive.

STUDENTS SUPPLY SPEAKERS

Students also are given an opportunity to contribute money to the campaign, although there is no coercion or attempt to achieve a 100 per cent contribution. Representatives of the students attend a meeting of the Community Chest committee to hand in the money collected in the schools.

During Education Week another student speakers' bureau is organized, and again young people are scheduled to speak at club and community meetings.

When December arrives, interest turns to the work of the Tuberculosis and Health Association of St. Louis

County and to the sale of Christmas seals. Since every student has had an x-ray taken by the x-ray mobile unit, he understands some of the health activities financed by the sale of the little seals. Staffs of school publications, after doing research on the subject, publish editorials, features and informative articles on tuberculosis and enter their newspapers in the national press project. Students also write themes on the subject, which they enter in competition with other students in the state. And they buy Christmas seals at school.

Comes January and the March of Dimes. Nearly every child knows someone who has been a victim of polio, so there is a special sympathy with this project. Although the school system does not organize a campaign for funds, most students make voluntary contributions in drives that they organize.

ACTIVE IN JUNIOR RED CROSS

School children bring new Christmas toys for the American Legion to send to youngsters overseas. In one high school each year some of the classes contribute small gifts to the Salvation Army to be included in Christmas baskets for unfortunate children.

Activities in the Junior Red Cross continue throughout the year. Vir-

tually every student belongs to this organization. In art classes, young people make tray covers, place mats, menu cards, place cards, and tallies for veterans' hospitals. They send Christmas boxes overseas. Musical groups give programs at local homes for the aged. This spring choruses from two of the high schools will travel 150 miles by school bus to give programs at the St. Cloud veterans' hospital. The students will be served lunch at the hospital and will make a tour of the institution. Such a visit should help cheer the veterans and give the young people a picture of the aftermath of war.

SCHOOL BAND ON CALL

High school debate teams, dramatic and speech students, and school music groups participate in programs for club and civic meetings. The uniformed high school bands play for many community affairs. They have played for the President of the United States and in almost every parade staged in the city. When the chamber of commerce and the Duluth Ambassadors sponsored a fall festival this year, the schools contributed one unit of floats and four bands to the parade and presented an evening centennial pageant in the armory. A school band escorted Bob Hope to his hotel at the request of the festival committee. Groups of high school girls were or-



Through arrangements with the Junior Red Cross, students entertain at the home for the aged. Below: Students get information on Christmas seals from head of the county health association.

ganized to sell the centennial buttons that helped to finance the festival celebration.

When the Duluth Heights district gives its annual winter frolic, the community elementary school plans programs and skating exhibitions and races, and contributes a parade unit with decorated sleds and colorful costumes. Children, parents and teachers work together on the frolic.

Radio stations call on the schools for talent. Members of a high school class were the audience at the first broadcast of an audience participation program. When a radio station brought the Quiz Kids to Duluth, a high school band played for the "warm-up" period before the program. The local stations, in return, are generous in giving radio time to the schools.

COMMUNITY LEADERS RECIPROCAT

Local newspapers also feel free to call on the schools for students for feature pictures, for groups to help in such special events as elections, or to be of service in any other way they can.

School-community cooperation works both ways. Community leaders and representatives of such organizations as the Duluth Roundtable of Christians and Jews speak at school assem-



blies and in the classrooms. One high school holds an annual vocational clinic at which professional and business men and women talk and answer questions on their vocations. The Conference on Human Relations has invited representatives of high school organizations to attend the annual meeting.

SERVICE CLUB SCHOLARSHIPS

Local organizations acknowledge outstanding students. The American Legion, American Legion Auxiliary, Daughters of the American Revolution, and Sons of the American Revolution give awards to high school seniors who have excelled in some phase of school work. Scholarships are offered by the American Association of University Women, Business and Professional Women's Club, Red Cross, and Scottish Rite bodies, as well as by individuals.

The Kiwanis Club sponsors an annual speech festival for junior high school pupils. Rotary gives awards to youngsters who excel in the summer

recreation program on the playgrounds, conducts a swimming meet for children, and gives an annual picnic for about 400 fatherless boys. The Lions Club, each school month, has as guests at lunch one girl or boy from each junior and senior high school selected by the school for his achievements, gives out plaques, and awards a gold key annually to an outstanding student in the junior college and to one in a parochial high school and works with students on a school beautification program. The Arrowhead Club entertains small children at a big summer picnic. The Exchange Club sponsors a sportsmen's club in the junior high schools. The junior chamber of commerce has a Christmas toy shop to provide toys for poor children.

The Duluth Symphony Orchestra gives two concerts a year for school children and sponsors a junior symphony orchestra. The Arrowhead Art Institute Association presents traveling exhibits of outstanding art for students. The Duluth chapter of the American Association of University

Women sponsors a professional play for elementary school youngsters each year, and the Junior League gives one production a year for the small children.

The Junior League also has contributed an audiometer to the schools, and its members helped give audiometer tests to all children. They did all the checking, recording and the other paper work connected with these tests. The Association for the Physically Handicapped this year contributed rubber toys to a class for deaf children, typewriters to a class for sight-saving youngsters, and recreational equipment to a class for physically handicapped pupils.

The work of the P.T.A. in connection with the schools is legionary and legendary. A book could be written on that organization's contributions.

POLICE, FIREMEN COOPERATE

The police department works directly with school boy policemen, and each year gives a big picnic, complete with games, contests and hot dogs, for the members of the school patrol. Firemen and school children also work on a project together. Students take toys to the firemen to be repaired and refurbished for less fortunate youngsters.

Young people benefit by all these projects, not only in receiving but in giving their time, energy and money. The activities in which they participate sound like work. And they are—work for students and for teachers who direct them. But the important outcome of experiences in community life is the educational benefit to students, and the advantages are far greater than is the work entailed.

Through public appearances, young people acquire self-confidence and poise; through contributions to welfare organizations, they develop sympathy and understanding of social problems; through working with civic organizations, they gain knowledge of their city; through meeting civic leaders and successful business and professional men and women, they come to appreciate and respect leadership; through active participation in civic affairs, they identify themselves with their city and develop a sense of responsibility for the progressive development of Duluth.

It all adds up to practical training in citizenship—but who benefits more, the school or the community?



Elementary school children listen to concert by Duluth Symphony Orchestra.

CONVENTION DIGEST

A.A.S.A. at ATLANTIC CITY

By MILDRED E. WHITCOMB

THE spiritual whole is greater than the sum of its parts. After last year's three-region split, the entire A.A.S.A. met together again February 26 to March 2 on its old camp ground, the flashy hotels and the spreading convention hall of Atlantic City.

Postcard blue skies and sharp undying winds welcomed the record equalling 12,000 delegates, and they were a dependable augury, for the general program was bright and sharp throughout. For one thing this year's big names belonged to big people, liberal in their thinking and dedicated in their messages. Most of them were trumpeting for world peace and human understanding, and it was logical that they should unload this Moby Dick sized job on the backs of the school administrators. With a convention theme, "Education—Dynamic of Democracy," the superintendents really reached out for it.

When they arrived, the superintendents' backs were unbowed. They were looking a full two years older though, and they weren't too happy about their own financial situations (see page 49); nevertheless, they had more important things to think about than themselves. Sixty-four topics were assigned whole afternoons for discussion; other problems were argued at late hotel bull sessions.

NO ARGUMENTS ON RESOLUTIONS

Those who were spoiling for a fight hoped to see it develop on the convention floor Wednesday morning when the resolutions came up for adoption. There had been a hint of trouble in the resolutions committee itself, when one member, James L. Hanley, turned in a minority report on Resolution 9, the one opposing all efforts to devote public funds to either the direct or the indirect support of church sponsored schools. Mr. Hanley stated that while he favors separation of church and state he was against the inclusion of "this sectarian issue" in the resolutions.

Only a small crowd had gathered when the resolutions were read by Chairman Selmer H. Berg. President John L. Bracken, who was a dignified and incisive presiding officer throughout the convention, called for a vote on the acceptance of the report. The two or three timid No's were all but inaudible at the speakers' platform.

They were good resolutions, most of them, with little reaffirming on this or pussyfooting on that. They favored charter amendments to enable the United Nations to enact and enforce world law to prevent war; they wanted public school representation at UNESCO general conferences; they wanted high priority for education in the occupied areas of Germany, Austria and Japan and leaves of absence for schoolmen willing to serve in those areas.

ROY LARSEN HONORED

Closer home the resolutions asked for recruitment of more and better teaching personnel with no state laws requiring special loyalty oaths, an independent Office of Education governed by a national board, federal aid without control, federal aid for school-house construction, and such like. A newer note expressed satisfaction at the increasing extent of lay participation in the schools.

Roy E. Larsen, on whom the Associated Exhibitors hung the annual award at their Wednesday night show, believes that a partnership of educators and citizens is necessary for better schools. He sees the country as on the threshold of a revitalized citizens' movement on behalf of the public schools. On the program Mr. Larsen was listed first as president of Time, Inc., and second as chairman of the National Citizens Commission for the Public Schools, but for convention week at least that sequence was reversed.

As for the exhibitors it would be hard to find a more contented group. True, a few latecomers were quaran-

tined out where the lunchroom used to be, and they weren't rejoicing any more than were those delegates who prefer to swallow their ham sandwiches sitting down. But most of the manufacturers, scorning pamphlet pushing tactics, presented their stories intelligently and dramatically and, without soliciting business, found they were going home with brief cases full of it.

The delegates swarmed over the exhibit hall, alternating intelligent questions with childish dives for souvenir canes and maps. They queued up until they blocked two aisles to get a lock with their own name on it. They were fascinated by a lady demonstrator, not young, not glamorous, not scantily clad, whose pitch was teaching manuscript writing to kindergarteners. They pressed their palms on an electrical device that indicated whether they were dead or full of oomph.

Two senators, Margaret Chase Smith of Maine and Wayne L. Morse of Oregon, urged the use of school facilities to spread information on world affairs.

"The most important step the leaders of our government could take," declared Senator Morse, "would be to announce a coalition of Democratic and Republican leaders charged with developing and administering foreign policy at the State Department level. Through such a coalition I think our chances of seeing the sunrise of a permanent peace would be greatly improved."

REUTHER RIPS CONGRESS

Walter Reuther criticized Congress for "a mentality that votes billions for war but when called upon to meet the challenge of peace raises a false cry of economy. Communism did not succeed in China," he declared. "We failed."

"There is more concern throughout the world about the possibility of an American depression than about the H bomb," Mr. Reuther declared.

Beardsley Ruml talked fervently about freedom, John H. Furbay about educating our children in geography, for-

eign languages, and human understanding so that we can assume business and moral leadership in the air age, and Mrs. Franklin D. Roosevelt about human rights and about federal aid to education and the possibility of withholding such aid from states that permit racial and religious discrimination in their teaching. David Lilienthal discussed the long-range prospects for good that can come from our shattering of the atom.

"The ultradramatic way in which, during the war, secrecy blanketed the atom bomb as well as the way the facts were ultimately revealed by the astounding news of Hiroshima has given the American public the wrong idea. It thinks that atomic energy is too technical for the average man to understand, is in its entirety a closely held military secret, and is a military weapon and nothing else." All these misconceptions Mr. Lilienthal as a private citizen is now endeavoring to correct. At Atlantic City he made an impressive start.

MR. COUSINS HAS A DREAM

Norman Cousins, editor of the *Saturday Review of Literature*, in a stirring closing talk to the general convention body, maintained that we have raised an atomic curtain between the United States and the world. The atomic bomb is now a primitive weapon. The symbol of the air age is the hydrogen bomb, being manufactured for the purpose of unlimited destruction.

"Only the perfect man could avail himself of the blessings of atomic energy and control it. You schoolmen must educate children to an understanding of the imperfections of man.

"It is too late to argue about world government," he continued. "World government is inevitable or we perish. The human race today is playing Russian roulette. Every passing year is adding another bullet to the chamber."

Mr. Cousins' dream is for U.S. leadership in revising and strengthening the U.N. so that delegates may vote not as national blocs but as world citizens representing humanity at large.

Whether all the terrifying and ennobling words about war and peace the administrators heard will be carried over into school and community action programs back home remains to be seen. "If they only result in more oratory, we might as well have stayed home and saved the taxpayers' money," one administrator said, as he

tucked the final souvenir into a souvenir shopping bag.

Warren T. White, superintendent of schools at Dallas, Tex., will be called upon, as new president of the association, to convert these emotional charges into spiritual energy. Other

new officers were elected on Wednesday as follows: second vice president, Jordan Larson, superintendent of schools, Mount Vernon, N.Y.; member of the executive committee, Virgil M. Rogers, superintendent of schools, Battle Creek, Mich.

ADMINISTRATION

DULL or delightful, as the case may be, long summer vacations are nothing a teacher can bank on for the rest of her hard-won tenure. The year round school had won enough adherents to get itself officially talked about during an Atlantic City afternoon.

Superintendents from Decatur, Ill., Aliquippa, Pa., and Lubbock, Tex., reported their experience with summer programs. Decatur and Lubbock are new converts to the extended school year (46 to 48 weeks), while Aliquippa ran a year round show for 10 years and then abandoned it for reasons that will be revealed.

Supt. W. R. McIntosh of Decatur hopes soon to set up a four-year cycle: Teachers would teach two summers, take part in a curriculum workshop or go to summer school the third summer, and take a leave of absence without pay the fourth summer.

Last summer 23 per cent of the Decatur teachers taught; 5 per cent worked in the summer recreation program or in the public library; 28 per cent took part in a curriculum workshop; 38 per cent went to summer school; 6 per cent took a leave of absence. In 1950 Mr. McIntosh hopes to work out a better balance between teaching or community service and summer school or leave of absence.

Asst. Supt. Ishmael Hill reported on two six-week summer sessions for children and adults that Lubbock has operated for the last three years. Teachers who choose to work for 10½ months get paid an extra \$250 for working half days during one of the two six-week terms. In addition to teaching classes, teachers participated in a reading clinic or in curriculum workshops or prepared scripts for the local school of the air.

GOOD AND BAD POINTS

Aliquippa's summer program sprung from a financial emergency. A big steel mill moved in, the population

shot up, and the district could not borrow enough money to house the pupils. So in 1929 the schools went over to a four-quarter system. All children attended school three quarters; all had a two weeks' vacation at the beginning of July. Some parents objected to children's going to school in hot weather and vacationing in cold, but 95 per cent of them didn't so much as murmur.

On the credit side of the Aliquippa experiment, Supt. Lytle M. Wilson explained, the building and equipment did not stand idle; fewer buildings were needed, thus reducing debt service and insurance costs; fewer textbooks were required at any one time; children who were ill for long periods had a better chance to make up work; their work was evaluated oftener.

On the other hand, it was difficult to carry on maintenance and repair work; children had frequent changes of teachers because of vacations and leaves; too much pupil time was wasted at the beginning and the end of quarters; many pupils and teachers had vacations at undesirable seasons; it was difficult for pupils to transfer in and out of the district, and the administrative and supervisory work was greatly increased.

After 10 years Aliquippa's school enrollment dropped so that school housing was no longer a problem, and the four-quarter system was tossed out.

NOW IT'S NONATTENDANCE

Truancy isn't truancy any longer; it is nonattendance. The old law enforcement concept has disappeared. In its place appears "the helping approach."

The executive secretary of the National Association of School Social Workers, Mildred Sikkema of New York, outlined to an interested group on Tuesday afternoon the multiple and complex causes of nonattendance. They lie in the school, in the home, and in the child himself.



LEFT: Before the curtain rises, the scene is set for the big show in the auditorium. More than 300 exhibits demonstrate the latest in educational devices. ABOVE: The curtain rises with the headline action. Left to right are Dr. Karl H. Berns, assistant secretary in charge of business of the N.E.A.; G. Edward McComsey, superintendent of schools of Atlantic City; Worth McClure, executive secretary of the A.A.S.A.; John L. Bracken, president of the A.A.S.A. and Ronald Maxwell, president of the Associated Exhibitors of the N.E.A.



LEFT: Eager delegates flock into the convention hall. Session on adoption and aging. On the platform (left to right) Phil Coates, Phil Linton, the Schenectady, Lie Randall, the principal speaker, and C. Buross, superintendent, White Plains.





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.A. and Ronald M.
ors of the N.E.A.



LEFT: Eager delegates
flock into the big con-
vention hall. BELOW:
Session on adult educa-
tion and aging popula-
tion. On the panel were
(left to right) Robert H.
Coates, Philadelphia;
Henrietta F. Rabe, Al-
bany, N.Y.; Harry J.
Linton, the chairman,
Schenectady, N.Y.; Ol-
lie Randall, the princi-
pal speaker, and Francis
C. Buross, superintend-
ent, White Plains, N.Y.



TOP: One of the busiest spots in the Convention Hall was the registration desk on Monday morning. ABOVE: Time out for a snack and off-the-record chats about school and public affairs.



TOP: Arnold Woestehoff of Minneapolis sells ticket for luncheon to Ernest M. Hanson, Pueblo, Colo. In the rear, Walter Kraemer, Amanda Aarestad, Dorothy Cummings, Walter C. L. Crawford. ABOVE: M. A. Weimlander of Rochester, N.Y., Homer W. Anderson and John W. Lewis view the archi-

Monday morning speakers were Walter Reuther, president of U.A.W., and the lady from Maine, Sen. Margaret Chase Smith.



The ATLANTIC CITY SCENE

February 25 to March 2



ABOVE: Executive committee meets. At table, Bracken, McClure and Miss Cox of A.A.S.A. staff. In foreground, Roudebush, Loser, Goslin and Crawford. RIGHT: Newspaper and wire service correspondents interview Lilienthal (front row, center). BELOW: View of audience at first general session, Sunday vesper service.



Courtesy, Atlantic City Tribune

ticket for all-Minnesota
the rear are Josephine
gs, Walter Englund and
r of Riverview, Mich.,
the architectural exhibits.





ABOVE: Greeting friends during Friendship Hour. Left to right, G. A. Wheadle of London, Canada; Agnes Birmingham of New York; O. B. Griffin of Litchfield, Conn.; Dr. A. L. Knoblauch of the University of Connecticut; Gayle C. Wilson of Indiana University. The Friendship Hour was held at the close of the afternoon sessions on Monday. RIGHT: No deep-sea fishing but plenty of deep-sea eating took place at the famous Hackney's as enacted by Edgar P. Lawrence and Dr. Herschel S. Libby, Irvington, N.J.



BELOW: Panel on personnel. Facing Chairman James M. Spinning of Rochester, N.Y., are Willard S. Els-

bree, Columbia University; E. B. Norton, Alabama; Willard B. Spalding, Illinois; H. I. Willett, Richmond, Va.

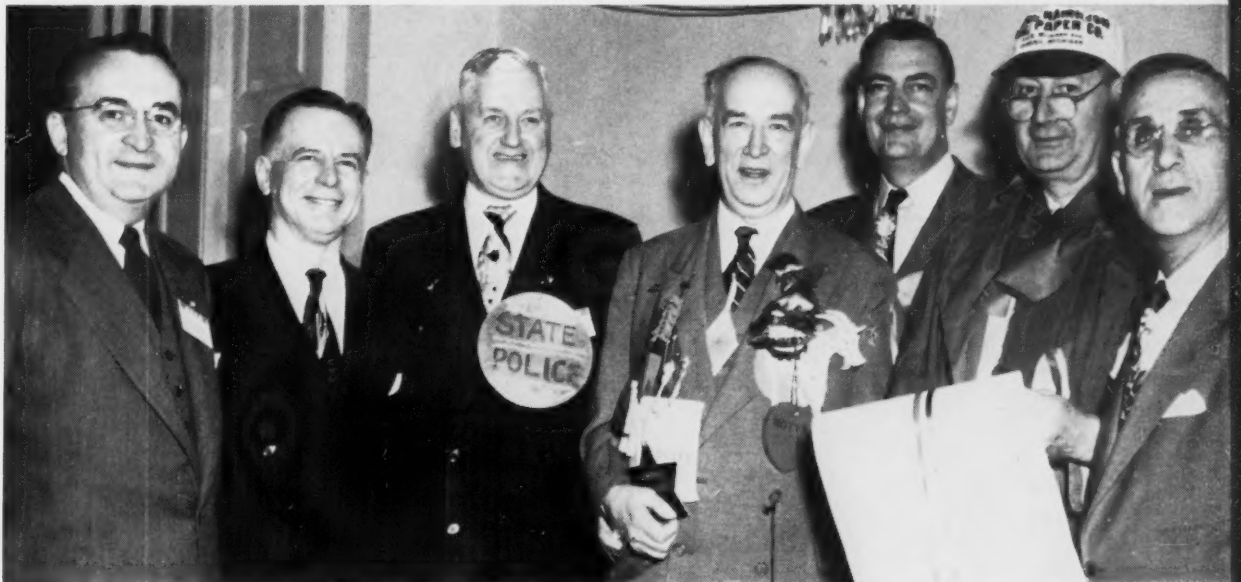




Stimulated by a morning general session, where the speakers were unusually inspiring, the administrators flock back to their hotels. This group is waiting for room keys at headquarters hotel, the Ambassador.



BELOW: Federal support of the parochial schools was the one controversial item brought for discussion before the resolutions committee. Despite a minority report presented by James L. Hanley, Providence, R.I., who protested the inclusion of "sectarianism," the resolution was passed almost unanimously by the delegates Wednesday. Debating the matter in committee are: Clarence Hines, Eugene, Ore.; James L. Hanley; Selmer H. Berg, the chairman, Oakland, Calif., and Helen Cox, of the A.A.S.A. staff.



ABOVE: Michigan delegation substitutes satire, laughter and song for academic endeavor at special breakfast honoring Dean Edmonson, who was first the butt of a travesty and then the recipient of a \$2300 travel check. Shown are Supt. Charles B. Park, State Supt. Lee M. Thurston, Supt. Dwight Rich, Dean Edmonson, Supt. Benjamin Buikema, Supt. L. C. Mohr (in academic canonicals), and Supt. Harley Holmes, chairman of the breakfast fun. Dean Edmonson is wearing symbols of high office in a number of spurious societies, all of which he acknowledged with aplomb.





Roy E. Larson of Citizens Commission accepts 1950 American Educational Award from Ronald M. Maxwell of Associated Exhibitors.



ABOVE: "'Who's Who'" among the Boardwalkers proves daily diversion for delegates, with photographic souvenirs in abundance for those placing their orders. RIGHT: Time out for tired feet, of which there are plenty among the convention visitors. Lounges among the exhibits prove welcome oases for the weary. BELOW: President Maxwell for the Associated Exhibitors presents scholarship for graduate study to Norman J. Boyan of Harvard University.



BELOW: Before delegates board crowded trains for home, they stock up on salt water taffy for the folks back home.



"Primary attention on the part of school personnel must be given to observing early signs of social and emotional maladjustment and to providing skilled helping service at a time when it has preventive value, is less costly, and has a higher percentage of success," Miss Sikkema advised.

SUPERINTENDENTS' SALARIES

"The superintendent is caught in a trap," Supt. Otto W. Haisley of Ann Arbor, Mich., told his approving colleagues on Thursday morning.

"The teacher, the doctor, the plumber, and the domestic have had sizable salary and wage increases during the last 10 years. They are organized. The superintendent can't organize, for he is a one-man show in the community. The businessman can deduct entertainment expenses from his income tax. Not the school administrator!"

Mr. Haisley reprimanded the A.A.S.A. because it has made no concerted effort to bring to school boards of the country the fact that the superintendent's salary needs adjusting. He then cited the Michigan formula, worked out to assist board members in fixing the superintendent's salary.

Supt. James W. Bushong of Bend, Ore., does not think so much of the formula idea. It's too cold and mechanical for him. The superintendent's salary, in his opinion, depends upon the actions, ability, knowledge and personality of the superintendent himself. Increased compensation, he maintains, must come through educating the school board and the public to the importance of public education and to the fact that the superintendent is the key man in the field.

SCHOOL BOARD RELATIONS

A cheering fact, often unsuspected by the school administrator, is that the board of education is eager to work effectively with him.

The executive secretary of the National School Boards Association, Edward M. Tuttle, told a joint session of the two associations what some of the bases of effective board-administrator relationships are.

First, a school board must have harmony and unity within its own ranks. The members should argue while a policy is in the making, but, once it is agreed upon by majority vote, they should stick together.

Second, there must be a clear understanding of the division of authority

and function between board and superintendent—one making policies, the other carrying them out, reporting results, and recommending modifications or new procedures.

Third, the parties of the first and second parts will get along better if there is a written code covering the board's policies. Too, the code needs to be kept up to date.

Fourth, the board cannot set up wise policies without a background of un-

derstanding as to how its schools compare in actual practice with outstandingly successful schools. Boards, therefore, should devote as much time to a study of educational philosophy and program under the guidance of the administrator as to school business.

Finally, the board and superintendent must have a genuine liking and respect for each other. Both must reflect integrity, sincerity and devotion to the goals of education.

PERSONNEL RELATIONS

NOTHING like a session or two on personnel problems to pack a meeting hall. Without personnel worries the administrator's life could be beautiful, and the constant quest for this radiant type of beauty lures him on.

Dr. Willard S. Elsbree of Teachers College, Columbia, doesn't think the chase need lead up the merit rating alley. In large school systems, at any rate, there is no evidence that the merit type of salary schedule can be operated successfully. Too many obstacles are in the way.

"Some provision for withholding increments from teachers whose work is clearly unsatisfactory is possible without subjecting every teacher in the school system to an annual test or a periodic checkup.

"Superior results can be expected when teachers are viewed as professional workers dedicated to the achievement of high purpose and qualified to perform their assigned duties. When the board of education accepts this point of view, the future can be viewed with confidence," Dr. Elsbree predicts.

Dean Willard B. Spalding of the University of Illinois College of Education was asked how teacher promotion to administrative and supervisory posts can be made objective and effective.

Objectivity is hardly possible, Dean Spalding replied. A better procedure is recognition of the fact that ability to work with people is the major factor in successful educational leadership.

"If a committee on which teachers, students, lay citizens, and administrative personnel are represented is given the responsibility for determining which persons should be promoted, the human element will get substantial attention. It is helpful to give this com-

mittee job specifications. It is not helpful to have the committee use check lists, for they tend to conceal the total personality by splitting it into minute parts."

Supt. H. I. Willett of Richmond, Va., was asked whether there is a widening gap between classroom teachers and administrative and supervisory staffs.

No, the gap is beginning to close, he believes, owing to the increased use of democratic practices in approaching school problems.

"If administrators, supervisors, teachers and patrons plan together in their attempt to better schools, this process will produce an understanding that will reduce, if not eliminate, gaps.

"However, unless the school family can present a united and vigorous leadership that makes sense and fosters confidence, the lay people will find it necessary to exert independent leadership, which will create another gap more serious than the first. This need not happen, and there are encouraging signs from all parts of the country that it will not happen," Mr. Willett concluded.

UP TO TEACHER ORGANIZATIONS

George E. Roudebush, former superintendent of schools at Columbus, Ohio, introduced a forceful suggestion for teacher organizations, saying:

"Because of economic conditions in recent years, teacher organizations have used most of their effort to improve working conditions. Now that a more desirable status is being achieved in this area, teachers should direct more of their energy with like zeal and devotion to the improvement of the profession and to the development of attitudes and ideals. If it catches on, in-service training in its broadest sense

could become a characteristic of the teaching profession that would move forward under its own drive."

Authentic figures on new teachers show that elementary schools are still in the tragic situation of having to employ new teachers with inadequate preparation.

Dean Ray C. Maul of Kansas State Teachers College at Emporia gave out the new figures. The teacher ratio at the high school level, according to the latest figures, is 17 supply to 15 demand, whereas at the elementary level it is only 6 supply to 20 demand.

Some suggestions Dean Maul makes are: (1) aggressive action on the part of state regulatory groups to exclude mediocre persons with no enduring professional interests, since these temporary workers require early replacement; (2) a continuous counseling service from college entrance to the end of the second year; (3) encouragement of superior boys and girls at the high school level.

TEACHER TRAINING

Schoolmen are scared when they look at enrollment facts and figures. Where are the teachers coming from?

J. W. Carrington of Illinois State Normal University had one answer: reeducate secondary school teachers, and, since an emergency is on, make two summer terms or 22 semester hours, accompanied by careful screening and guidance of teachers, an acceptable minimum.

Mr. Carrington had other ideas on increasing the quality and quantity of teachers, practices that are developing in teacher education programs, such as the following:

1. Student experience with children throughout the four years of training.
2. Student experiences with youth and adult groups in the community.
3. Experience with children and youths correlated with professional courses.
4. Improved general education.
5. Extended and widened student-teaching experience in public schools.
6. Increased use of campus laboratory schools for observation, experimentation, demonstration and pre-student teaching experiences.

RETIREMENT PROVISIONS

"Every teacher retirement system could stand some improvements, and many retirement systems need many improvements," Everett Keith, executive secretary of the Missouri State

Teachers Association, told a Thursday morning discussion group.

"Teacher retirement is a big business and must be managed accordingly," Mr. Keith made plain. "It is not surprising that when politicians view the assets they fail to see the necessity for an additional appropriation, that some taxpayers can't see why taxes should not be reduced, and that some teachers feel a limitless extension of benefits is in order. Should money become scarce and state

government experience financial difficulties, the preservation of the assets of many retirement systems is going to become a major operation."

Mr. Keith views as one of the greatest needs in this field tenure laws that will protect the superintendent, who is included in tenure laws in only 10 states and is explicitly excluded in four states. "To leave the coverage of administrative positions or any other position to judicial interpretation is needless and inexcusable," he said.

CURRICULUM PROBLEMS

SEVEN observations can be made from data so far collected in the Sloan experiment in Kentucky, Maurice F. Seay reported Thursday morning. The Sloan experiment has to do with schools building the major part of their programs around the three economic necessities — food, clothing and shelter.

The seven observations are:

1. School programs that emphasize community problems are effective.
2. Instruction in community problems should begin with the first school



year and should continue through the period of schooling.

3. When economic problems are selected for special emphasis, the teacher and the pupils initiate studies concerning other vital problems.

4. When teachers and pupils study local problems, their interests expand to state, national and world problems.

5. Supervision is a real aid in introducing food, clothing and shelter into the school curriculum, when such supervision is based on a democratic concept.

6. Teachers of a school or of a school system should, in a framework of state and national policy, and in

cooperation with patrons, determine the curriculum.

7. Community support increases as emphasis upon better living increases.

HUMAN RELATIONS CLASSES

A demonstration class in human relations attracted considerable comment on Wednesday afternoon. A seventh grade group from the Atlantic City public schools was taught by M. Virginia Mason, state supervisor of human relations classes for Delaware, following a talk on teaching human relations by Col. H. Edmund Bullis, executive director of the Delaware State Society for Mental Hygiene.

On the theory that each year our nation is becoming more neurotic, Delaware has instituted weekly lesson plans in human relations to help children progress toward emotional maturity. The idea is stressed that the most important lesson to be learned is to make and keep friends.

"Something has been decidedly faulty with our methods of training our youths in human relations," Col. Bullis declared. "In every part of the world the basic problems seem to be faulty human relations."

"If the best brains in education, professions and business could be focused on this problem of helping more of our children to become emotionally mature during their school years, we would find in our next generation much more understanding and stable parents, better able to bring up their children to face the ever-changing problems of civilization."

LABOR RELATIONS

"Organized labor can no longer be ignored in the education of our children," Benjamin W. Barkus, special-

ist in labor education for the Philadelphia public schools, warned a Wednesday afternoon discussion group.

"Our school children are the children of workers; they will make up the unions of tomorrow. To teach realistically the problems of business, industry and labor is one of the greatest motivating forces in education."

In talking about labor relations, the school is not just starting cold, Mr. Barkus pointed out. It has had experience in teaching this subject matter on the adult level. It must teach the organization of the local union, its constitution and by-laws, and the relation of the local union to city, state and national organizations.

Paralleling this study must be a study of the economic problems of industry and business. The teacher must discuss how collective bargaining works. He can point out that the strike is an important weapon, which loses its effectiveness when used too often.

ATOMIC ENERGY

All the problems of atomic energy must be faced and thoughtfully evaluated by our students—the adults and taxpayers of the near future. Yet in some localities interested teachers hesitate to teach about the possible uses of atomic energy because of a lack of sympathetic interest on the part of their administrators.

The foregoing is the picture as seen by Fletcher G. Watson, associate professor of the Harvard Graduate School of Education.

"Atomic energy interests the students and is an ideal medium for the achievement of real integration," Dr. Watson told a discussion group.

"The only way a satisfactory program can evolve is through extensive and continued discussion by groups of teachers of background information, possible approaches, and successes and failures in teaching. There are tons of source materials. Teachers seem to have access to few general publications that discuss atomic energy. They are tied to the textbook."

HANDICAPPED CHILDREN

"Children who by sheer luck find themselves included in the center of the normal curve are getting an education today. Educators find these children more nearly like themselves and thus easier to understand.

"The 20 per cent of our school population that makes up the periphery of the normal curve not only fails to arouse the interest of schoolmen but in some cases arouses the hostility of the educator because the deviating child does not fit into the neat frame of reference pronounced by some educational oracle."

The foregoing fighting words are those of Dr. William M. Cruickshank, director of special education at Syracuse University.

Parents of these physically and mentally handicapped children are organizing themselves into pressure groups to compel school authorities to provide for the needs of these children, Dr. Cruickshank told a Monday discussion group. If educators do not soon see the light, these local groups, which are organizing into state and national groups, may play an important dictating rôle in many school systems. The educator should be the community leader and not the follower of parent leadership, he believes.

Several ways of rectifying the situation were enumerated by the Syracuse professor:

1. Institute a program of early discovery and early therapy.
2. Be honest in your diagnosis and honest in your prognosis of the limitations of handicaps on the life of the child.
3. Work to increase the financial reimbursement on the part of the state and federal government to local school systems, as the education of these children is expensive.
4. Teach teachers and bring parents to a new understanding of their con-



tribution to the adjustment of exceptional children.

Prof. Robert Havighurst of the University of Chicago, discussing the education of the socially handicapped, also made four points. He urged the following measures:

1. Discover early the children who are "vulnerable" to social maladjustment. This screening can be done efficiently at the age of 9 or 10.
2. Assign a guidance counselor to each such child. He should find out the child's difficulty, work out and apply a plan, and keep records on the child's progress.
3. Make out an individual plan for each child. The counselor, assisted by specialists, would draw up this plan, and community agencies working with the schools on a permanent basis would assist. Such agencies are the church, social agency, Scouts, Y.M.C.A., medical society, courts, library, recreational agencies.
4. Broaden the school curriculum and methods so that these children will have a chance to win reward and success for some constructive activities within their abilities.

ELEMENTARY EDUCATION

IN this corner wearing the purple toga, Champion James A. (Jim) Lewis, defending the neighborhood school. The champ has his training camp at Dearborn, Mich.

In the other corner, now taking off his black robe and mortarboard, Challenger Raymon Eldridge of Lawrence School, Brookline, Mass.

They are coming up for Round 1. Eldridge takes a jab at the K-3 school, contending it's mostly the result of laissez-faire growth, rather than conscious planning.

Lewis comes in with his right, saying it's warm and friendly. And so the Wednesday afternoon match went

on for the allotted rounds, ending in a draw.

Supt. Lewis delivered his punches in this order:

"Mental and emotional ill health are clearly rooted in early childhood. Emotional disturbances are crystal clear at 6 years old if sympathetic and knowing eyes are in close proximity. A pediatrician, a child psychologist, and a teacher-mother will in three years discover and help to correct personality difficulties.

"If the best environment around young children is a small, warm, friendly, homey building, let's go for the neighborhood schools, but let's

not forget the need for warm and friendly teacher-mothers, and let's not forget what science can tell us about how 6 year olds grow and learn and what their psychological needs are."

Principal Eldridge contended that too small buildings cannot give wide opportunity for the initiation and demonstration that come with larger and more diversified groups. Younger children through their school life with older boys and girls grow toward responsibilities and self-development. The claims for the advantages of the neighborhood school do not appear to be wholly valid in terms of administration or child progress.

"Small schools cannot afford the services of a full-time principal," Mr. Eldridge declared. "Also operating and construction costs are too high."

EXPERIMENTATION

In elementary education there is a 50 year lag between research and education practice, Harold J. McNally, associate professor at Teachers College, Columbia University, asserted.

If constructive experimentation is to be carried on in all schools, as it should be, it is necessary for teachers to develop an experimental frame of mind and to take pains to keep informed of findings, he believes.

"Most important of all," Dr. McNally declared, "administrators must actively encourage and provide leadership in constructive experimentation."

HIGH SCHOOLS

FOR a less dangerous age, our high school curriculums might be appropriate. Now for many adolescents the secondary school is just a day nursery.

Although this may seem to be an embittered view, Prof. James W. Richardson of Oklahoma A. & M. is not a sourpuss. He does not want to see a revolution in the curriculum. Says he:

"Strands of learning experiences, planned to meet the imperative needs of youth, can be made to permeate the existing subject matter areas of any high school. They can be integrated into meaningfulness to the boys and girls without doing serious violence to traditional integrity."

The problem of one Monday afternoon discussion group was the non-college student for whom the high schools have provided "narrowly con-

ceived programs of vocational education." This is just a means of ridding their classes of academic dilution, Dr. Richardson contends. Then, wrapped in purple mantles of academic respectability, the traditionalists can pass by on the other side of the street.

Lester L. Fehr, assistant superintendent of schools in charge of vocational education at Allentown, Pa., holds out for work-experience programs for youths not heading for college.

His advice is as follows: (1) analyze the business and industrial activities of the community; (2) estimate the replacement needs on a sound basis; (3) determine the training possibilities for which school programs should be set up; (4) set up advisory committees for each phase of the training program; (5) set up the school programs; (6) coordinate them closely with business and industry through personal contacts; (7) have regular meetings of advisory committees; (8) give ample publicity to the program.

TRAINING DRIVERS

Chairman E. N. Dennard's dim view of driver education and its slow-motion effect on accident prevention was hardly shared by Herbert J. Stack,

director of the center for safety education at New York University.

Mr. Stack reported that the accident record of teen-age drivers during a recent one-year period actually was better than the record of drivers between the ages of 20 and 25, and only slightly worse than that of drivers aged 25 to 30. The best and surest attack on traffic accidents is through education, he believes.

Driver education is far more than teaching youngsters the manipulative skills of driving, Mr. Stack told a Tuesday afternoon discussion group. The youngsters need to be taught the meaning of personal and social responsibility, the importance of taking pride in superior performance, and the need of exercising habits of cooperation and courtesy.

Supt. Harvey A. Smith of Lancaster, Pa., described some of the good practices in driver education in his school system. McCaskey High School has four men in the department—one does classroom work and the other three act as instructors in road work. In Lancaster all junior high school pupils are required to take classroom instruction in driving and virtually all of them take road work.

ADULT EDUCATION

THE people who deal with youngsters need to know about dealing with oldsters. Teachers at all levels are little if any wiser about problems of the aged than is the general population or the aged themselves.

As provocative a session as the convention produced dealt with adult education and our aging population. Most of the audience had gray hairs and bald heads, and delegates argued among themselves as to whether people start aging at 18 or 50 or 65. One of the points all agreed upon is that the community must not wait until people are old, retired or homebound before preparing them for the personal and collective adjustments that must be made.

First, sound advice came to the group from Ollie Randall, consultant on the aged for the Community Service Society of New York. The population pattern is changing, and some extremely vexing problems are being created by the fact that 11,000,000 people in our country are over 65.

These old people are being socially rejected and disapproved of, Miss Randall made clear. It is the school's business, through adult education, to make these people feel their own intrinsic worth, instead of allowing them to accept the community's idea of them, and to get them to profit by the educational and social opportunities that can or should be given to them.

Families, if they are to maintain their stability, must acquire a new kind of understanding of old people, and teachers must help children to appreciate the true worth of their grandparents—this, too, met with general approval.

Howard Y. McClusky, chairman of the department of adult education at the University of Michigan, thinks that these retired persons can carry much of the voluntary services of a community. Others disputed this theory. Miss Randall believes their possibilities are great in this and other directions provided the groups are given trained leadership.

The point seems to be that old age counseling must be begun long before old age sets in and that this counseling should be a continuous process. Otherwise there is an emotional crisis. If people are taught to recognize the normal processes of aging much of their apprehension will be alleviated.

Most old people don't yet know that age does not affect the ability to learn. When they are won over to adult education classes, the first offerings, it was pointed out, ought not to be frustrating. Such persons need to be creatively stimulated.

Some of them can be offered vocational and occupational re-learning. Others can be mentally and socially stimulated. The main idea is to relieve the suffering that comes with an exaggerated feeling of uselessness, Miss Randall declared. Persons must find new meanings in middle and old age, must find more cogent reasons for living longer than most of them have now.

RURAL SCHOOLS

MANY schoolmen hesitate to go outside the boundaries of their own district to tell the parents of one-room school children the greater possibilities and advantages that come with a larger school unit.

If these men are in earnest about exercising educational leadership, they won't stop because of fear of criticism, Supt. H. C. DeKock of Tipton, Iowa, maintains.

"Evidence indicates," Mr. DeKock asserts, "that there are no measurable mental differences between rural and urban children in infancy, but children in one-room rural schools soon begin to indicate inferior linguistic ability."

The bus ride into the consolidated school should be only half the school bus story, in the opinion of D. P. Culp, acting assistant director of the Alabama State Department of Education. In the process of widening the horizons of children and adults in rural areas, the school bus has few equals, he declares.

"The school bus can easily transport groups beyond community, county and even state lines in order to acquaint them with people and problems beyond their immediate sphere of livelihood. While it must be administered wisely, the instructional trans-

portation program is in harmony with our best educational philosophy."

Mr. Culp argues that the school journey plan enables the district to use many miles of bus service that are normally lost through deterioration during idle periods; is cheaper than use of commercial buses, and gives the school much greater control of trips.

Official authorization, adequate supervision on authorized trips, safe servicing, and adequate cost accounting are necessary.

When the rural administrator tries to set up a program for 5 year olds he is beset by problems. Nobody knows this better than Supt. Louis L. Pickett of Ruthven, Iowa, who has experienced most of them. Yet country children have already missed many of the early socializing influences of the city child, and if they are to have an easy normal development they need preschool training.

Some of the complications that must be met when the rural school starts a kindergarten are, according to Mr. Pickett: bus transportation, the necessity for a long day in school, the over-taxed teacher, crowded building conditions, lack of kindergarten equipment and facilities, teachers who are trained in primary methods rather than kindergarten, mothers who insist that

their children must be taught to read, write and count to 100 in the first month at school.

There must be ample rest periods, afternoon naps, midmorning and mid-afternoon lunch and a hot meal at noon, frequent play periods, special toilet facilities.

"The trouble is," Mr. Pickett charges, "that no philosophy of rural education has been formulated by our rural administrators. They have, for the most part, been city trained and have attempted to set up the counterpart of the city systems with which they are familiar. In the education of the preschool child their efforts have failed completely."

SPECIALIZED SERVICES

Prof. Norman Frost of Peabody College reported on a survey made among county superintendents as to what types of special educational services are of the most interest to them right now.

One-third of the 141 superintendents who replied are trying to establish guidance services, child study clinics, educational consultant services, audio-visual aids, or psychological services. More than half of the respondents reported that they already have libraries, transportation service, supervision, health services, and audio-visual aids.

PUBLIC RELATIONS

WHOEVER devotes two years to the study of public relations is bound to arrive at some amazing conclusions. As did the 1950 A.A.S.A. Yearbook Commission.

For example, the time-honored precept that honesty is the best policy is too often ignored in administrative relations with the public and the press. Chairman Paul J. Misner of the commission made clear to the administrators that: "Honesty and frankness in the presentation of the needs, conditions and achievements of the schools is the best policy."

Nor did Dr. Misner start any arguments by remarking that the Yearbook had ventured into troubled waters when it "boldly" asserted that: "Human beings never act on the basis of reason alone but always with a combination of reason and emotion." Public relations workers were urged to recognize the rôle played by the emotions

and to utilize it rather than to ignore it. Not one of those "dear hearts and gentle people" rose to say that those "who live and love in their home town" rarely act on the basis of reason at all.

Caught in the coils of inflation, the Yearbook Commission warned superintendents in dealing with the public to "Avoid \$64 words when \$5 ones will make for more effective communication." What the educators of this country need, muttered one outsider, is some good 5 cent words.

Dr. William Jansen, superintendent of the New York City schools, told his colleagues in the discussion group that with public support for social security, unemployment insurance, and old age pensions the schools are facing increasing competition for public funds.

"The present day superintendent must give leadership to the develop-

ment of a better school program, including day, summer, afternoon and evening programs and to the development of a better understanding of this educational program by the general public.

"The superintendent must use his own best talents whatever they may be, but he must use also the best talents of his staff in public speaking, writing or radio. His program must fit his community and its problems."

TELEVISION

TAKE television as a topic, and the battle is soon joined. Educational television, the same.

Supt. W. H. Lemmel of Baltimore praises the new medium. When the TV camera can go to school, parents will be able to see a class at work. Even now a school public relations program can be produced in the studio. The future use of "remotes" will add new impetus to television's second educational service, direct teaching. Children will see manufacturing processes, news events as they happen, and vocational opportunities.

Prof. Charles A. Siepmann of New York University thinks TV and education are incompatible.

"Recognize the facts of life," Dr. Siepmann cries. "TV is being developed by men for whom profits are as dominating as they are a natural pre-occupation. The past record of F.C.C. suggests that the most we can hope for from it is a rearguard action to ward off extreme abuses of the public interest. These two considerations hardly bode well for education.

"TV costs four or five times as much as radio. Since the sole source of revenue will be the commercial sponsor, he will be forced to play to the gallery and will gear his programs to the L.C.D.

"The small screen is bad for class viewing; time schedules are inconvenient. What, apart from occasional special events of national interest, has television to offer schools that films cannot provide? Rather than dissipate the limited financial resources of our schools, might we not do better to perfect and extend the use of the 16 mm. film?"

The audience felt like Lemmel or Siepmann—strongly.

INTERGROUP RELATIONS

THE president of a baseball club, a philosopher, and an assistant superintendent of schools, each spoke in character on interracial matters.

Branch Rickey of the Dodgers, first major speaker at the convention, said he had turned down several college degrees offered him for courage and high thinking in hiring the first Negro in big league baseball.

"I hired Jackie Robinson because I wanted to win a pennant," Rickey said. "I wanted to find men with grace of swing, dexterity of motion, and the know-how of ball players. I wasn't interested in the last syllable of their names or the pigmentation of their skins."

Rickey's big voice thundered through the convention hall's grand ballroom. "If I were to be interested in going to Congress—purely in an academic way—I should like to go there elected by a Negro constituency on the platform of delaying the passage of the F.E.P.C. The simple sportsmanship of the American people should make such a law unnecessary."

And now for the educational philosopher, Dr. Theodore Brameld of New York:

"In man, we suspect, is a deep need for identification with a larger, more encompassing whole than he can find in his immediate and transitory surroundings. They may well take the form of a designed world culture, completely democratic, and dedicated to abundant self-expression for the masses of mankind. But there must be provided simultaneously a dynamic of action by which the purposed purposes may be attained. This dynamic borrows from scientific method. At the same time it involves political, economic and educational strategies capable both of overcoming the mountainous obstacles between us and the objective of a designed world culture and of galvanizing the peoples of all races, religions and nationalities to unite powerfully and democratically in behalf of that objective."

Tanner G. Duckrey, an assistant to the Philadelphia Board of Superintendents, told a well outlined and well

documented story about what the City of Brotherly Love is doing about brotherly love. Here is its plan, in brief.

1. *An early childhood project.* This is a research study to help teachers discover ways of changing children's undesirable attitudes.

2. *Open-mindedness.* A three-year study is in progress to find satisfactory ways of developing open-mindedness.

3. *Emotional needs seminars.* Parents, community leaders and school personnel are working together to find the relationship between good emotional adjustment and good human relations among both adults and children.

4. *Intercultural leadership seminars.* A group of those who have some administrative responsibility in areas involving intercultural problems is working together with the help of experts to promote well rounded thinking about the way in which human relations can be established and maintained in Philadelphia.

LESSONS FOR TRAVELERS

Americans still have many shocks coming to them when they start traveling. John H. Furbay, director of Air World Education, told the seventh general session.

Their first shock is to discover that the white man is not god but that he belongs to a minority race. If our thinking on race problems hasn't progressed beyond the white and the black races, we have missed most of the world's population.

We also are going to have to revise our notions of religion, Mr. Furbay told the delegates. We are all talking about the same God whether we call him Allah or something else. On only one thing can we be dogmatic: that any religion is better than no religion.

We are the only major country in the world whose educated class speaks only one language. We must learn other languages if we are going to have a place of leadership in the world, either commercial or political, he declared.

"It is time we begin preparing tourists to travel intelligently," Mr. Furbay remarked in conclusion. "Before we travel abroad, let's learn to look for things others have done better than we have. The boundaries of our minds are keeping the world apart. Airplanes can transport people, but the real job is to break down the barriers in the thinking of the people who travel and to build a world of friendship, understanding and appreciation."

THE SCHOOL PLANT

BACK of every school district's yearnings for more buildings is every school district's need for earnings to finance construction.

Administrators who crowded in for the discussion period on this widely shared situation were intrigued by the tripod leveling analogy of Supt. William E. Moreland of Houston, Tex. In planning a building, Mr. Moreland suggests that administrator and board balance "size" and "quality," two controllable factors, against "market," over which virtually no control can be exercised.

The three quoted words are legs of the Moreland tripod. The school administration can arbitrarily set the cost leg first and maneuver the size and quality legs until the tripod is reasonably level. Or it can set the size leg first and maneuver the other two.

In the Houston building program construction costs, exclusive of land, site improvements, equipment and fees, for the highest quality elementary schools were \$11.25 per square foot in 1949. High school costs were 10 per cent higher. The cost of elementary schools of the least ambitious quality above the level of temporary buildings was lower by about 30 per cent than the cost of the highest level elementary schools.

WATCH INTEREST RATE CHANGES

Prof. Harold Clark of Teachers College, Columbia, brought down to prognosticate on school bond prices, reported as follows:

"School boards can proceed to issue bonds during the weeks ahead with reasonable confidence that interest rates will remain relatively low." A careful study should be made of the week by week fluctuations because they could produce as much as \$10,000 difference in interest on a \$1,000,000 bond issue in a single year. If the bonds were to run as much as 20 years, this could make a difference of \$200,000 in the cost of the bonds."

Dr. Clark sees no valid argument against the federal government's taking over the cost of emergency types of building, where there have been sharp changes in the population as a result of war or postwar adjustments. This construction can easily run to \$200,000,000 or \$300,000,000.

"However, a careful study should be made of the broader problem of federal appropriation for general school construction," Dr. Clark warned. "The basic problem is to return to the states, on some generalized formula, some of their own money. If this were done, the problem of adequate money would be largely solved."

FUNCTIONAL DESIGN

They may never have heard of Louis Sullivan, but all schoolmen know his maxim that design follows function.

Supt. Charles F. Carroll of High Point, N.C., had as his No. 1 point that the plant must provide spaces



for activities through which educational objectives may be realized. Other points in his presentation before a Tuesday afternoon group were as follows:

Adequacy and safety of site are imperative. Architect and administrator must strive for a maximum number of habitable spaces. They must allow for expansion and flexibility. They must not consider maintenance cost separately from capital investment.

What's the school board's responsibility when it comes to new construction? Supt. Warren T. White of Dallas, Tex., holds the board's duty to be the authorization of population surveys to establish the validity of future growth of the neighborhood. Upon the basis of such surveys and upon the type of community and proximity of the children it can then decide upon the size of a particular building.

As for the details of the building program, the superintendent and his staff can and should handle those, coming to the board for approval of policy through specific recommendations and ultimate decision as to plan and program.

MAINTENANCE MADNESS

The stuff that a maintenance man's dreams are made of was revealed when H. H. Linn of Teachers College, Co-

lumbia, stretched out on the psychiatrist's couch in Room A Thursday morning and publicly released his pent-up desires.

Prof. Linn longs for a light-weight cleaning tool for dusting desk, walls and other surfaces. He has a desire for a light-weight wall washing gadget that operates like a vibrating sanding machine.

To simplify floor sweeping, Prof. Linn has an almost irresistible craving to rip up raised thresholds inside of buildings. What's the sense of them? he wonders. He dreams of an architect who will eliminate dust pockets on stairs by rounding the corners. He can't see why schools can't have glazed or enameled brick or tile for baseboards instead of wood.

Life for Mr. Linn and associates would be less frustrating if architects installed windows that turn so that both sides can be washed from within the building. He frets because small window panes are still used. He gets upset over fancy moldings and paneled doors. A flush door with a single pane of glass would soothe him mightily. He has a hate on fancy hardware that needs polishing; door pulls would calm his disturbed mind, as would the omission of locks and keys for every cabinet and case in the classroom.

Maintenance men and Mr. Linn would react more quietly if light fixtures were within reasonable reach. On stair wells they would like side-wall lights at reachable levels. They would be less tempted to explosive outbursts if arrangements permitted the dropping of lights from high ceilings in auditoriums and gymnasiums—or if the egg-crate fluorescent installations in classroom ceilings could be taken down and dipped in cleaning and rinsing solutions.

IF IT'S MUDDY OUTSIDE

Prof. Linn has a fixation about dirty floors inside the schoolhouse front door. He wants a depression dug there about a foot deep; over that depression he wants a removable grille for the mud and cinders from shoes to drop in.

After Mr. Linn arose from the couch a consultation was held. It was agreed that for him the prognosis is good if he can get the cooperation of the architect-administration-school board team in correcting the environment in which he and his maintenance men must function.

HOW SENIOR GOVERNMENT DAY WAS OBSERVED



1 Senior Government Day is a get-acquainted day for high school students and government officials. In formal and informal sessions, they exchange ideas on specific functions of government. In Michigan, eight of these countywide programs have been conducted or planned this year in cooperation with Michigan State College and the Michigan Institute of Local Government. Planning the day for Livingston County began with the local superintendents. Here, John S. Page (second from right), superintendent of the host school, checks plans with (left to right) Richard Marcus and James Miller of Michigan State College, D. Hale Brake, state treasurer and chairman, Michigan Institute for Local Government, and Laurence J. Taylor of the Michigan State College faculty.



2 Twelve Howell High School juniors served on the host committee for the Senior Government Day December 7. They had been instructed about their duties at a training meeting. Kathleen Bush gives identification badge to Charles Hayek, federal examiner, Immigration and Naturalization Service. Hosts also were stationed at doors and in meeting rooms.



5 At noon, lunch was served in the gymnasium. Several resource persons joined small groups of seniors at each table so that they could talk informally. Laurence J. Taylor and LeRoy Ferguson, members of the Michigan State College faculty, continued the morning's discussion with students. In the afternoon nine groups of seniors concentrated upon particular aspects of government.



6 After county officials who took part in the senior government day showed the students their offices in the courthouse, the boys and girls attended a naturalization hearing. Many of the questions the applicants for citizenship answered would have stumped them, students admitted. Charles Hayek, federal examiner, Immigration and Naturalization Service, examined the two women applicants. Judge Joseph A. Moynihan, presiding judge of the circuit courts of Michigan, presided.



3 Committees of seniors worked on the problem, "What is the most important question about government you would like to ask the panel?" The Discussion 66 technic was used; three students in one row turned around in their seats to talk with the three directly behind them. Each committee agreed on one question; typical ones concerned taxes, the amount of money spent for schools in the state, law enforcement, and socialized medicine. The government officials and college resource people answered each honestly and fully. Questions were referred to those best qualified to answer them, but others joined in the discussion if they wished.



4 While students prepared questions for officials to answer, the panel of 45 resource persons also divided into groups to consider questions. One question was "Should 18 year olds vote?" In the group above are Stephen J. Roth, attorney general; Charles M. Zeigler, highway commissioner; Murl K. Aten, auditor general; James Miller, political science department, Michigan State College, and Charles Weber, chief, training division, and LaRoy Froh, chief, research and survey division, Michigan Civil Service Commission.



7 The courtroom was packed, with seniors sitting on window ledges and in the jury box and even standing during the hearing. After Judge Moynihan delivered an address, as applicable for the students as for the new citizens, he signed the official documents.



8 Stephen J. Roth, attorney general, who had participated as a resource person, presented his observations of the activities and discussions at the end of the day. He pointed out some of the values to be gained from free discussion of problems of government with officials and some of the responsibilities the students soon will have as citizens. Since its purpose is to strengthen local government, the Institute of Local Government, whose members are delegates from associations of county officials, has taken an active part in planning the senior government days.

GUIDANCE philosophy

is put into action at Reading

J. EDGAR HILGENDORF

Head of Guidance Department
Senior High School
Reading, Pa.

NOBODY wants to be a square peg in a round hole, but plenty of persons find themselves in that unhappy predicament today.

Because faculty members at Reading High School, Reading, Pa., are keenly aware that such is the case and have sensed the urgency of helping young people make the right emotional, physical and social adjustments in their adolescent years, a guidance program for Reading High School students is now in operation.

The following has been accepted as the philosophy of the Reading High School guidance department:

"In a modern school, with the child as the center, it should be the purpose of the guidance department to discover in the child that which he is best fitted to do; to attempt to predict, as far as possible, the life which that child is destined to live; to acquaint the child with those things that are worth knowing; to encourage the child in self-expression and the power to think straight; to assist him with his problems of home, society, health and emotions; to encourage his continuance of his educational development to the maximum so that he may contribute to society his fullest share of service."

PRINCIPLES OF PROGRAM

The principles under which the guidance program operates are:

1. To start with needs and interests.
2. To adapt rather than to adopt prevailing practices.
3. To make our activities preventive rather than just curative.

A counselor works with a group of girls in a Friendship Club she organized. Here she attempts to help girls who are poorly adjusted socially by bringing them into a group to which she invited girls who are well adjusted socially.



4. To initiate and to execute a few projects well, rather than to try to handle many superficially.

5. To plan definitely for in-service development.

Endeavoring to follow this philosophy and to put into action these principles, the personnel of the guidance department sincerely believes that:

1. More emphasis must be placed upon persons, rather than upon subjects.

2. Guidance should be for all students and not for a limited group.

3. Guidance is a long-term process and should be built around the student as an individual.

4. Guidance should include social, emotional, educational, recreational, health and vocational fields.

5. The potentialities, aptitudes, interests and capacities of the individual must be determined. The teacher must realize that all students cannot be poured into the same mold.

6. The teacher should be the heart of the guidance program.

7. The teachers need to prepare to give guidance; they should be alert to the guidance needs of the students assigned to them, and they must be willing to cooperate in the guidance program.

The work of our department is based on cooperation, coordination and conferences.

To make our faculty guidance-conscious and to obtain its full cooperation, we started by having all students complete a personal adjustment questionnaire. In answering this questionnaire each student was given an opportunity to write down any problem that he would like to talk over with any teacher. He indicated on the questionnaire the name of the teacher. Conferences were then arranged.

Many teachers were surprised that they had been selected by students as persons with whom the students de-



sired to discuss specific problems. Most teachers responded to the requests. The students were happy that someone would take time to talk with them about their problems. This procedure did help to make the teachers realize that they are a part of a guidance program.

We enjoy the closest cooperation with the medical department, the school district psychologist, the director of research, the social agencies of the community, the civic clubs, and many industrial establishments and organizations. We need the assistance of all of these organizations and of individuals, and we endeavor to be of service to them in return.

Every effort is made by the guidance department to cooperate with all other departments of the school, with individual teachers, and with all students. This department works closely with the four junior high schools of the city in helping to make the transition to

our school as smooth as possible, in properly scheduling students for their senior high school classes, in recording information for cumulative records, and in informing the junior high principals of the progress of their graduates.

We attempt to cooperate with institutions of higher learning by scheduling a college night to make it possible for college representatives to meet with our students, by providing all necessary records, and by following up our graduates who have entered college.

We are so completely convinced that the school program should be a child centered one that we see the importance of holding a separate interview with every one of our boys and girls. It is in these informal talks that we can learn more about the student's interests, his needs, his future plans, and the courses best suited to him. It is one of the duties of this department

to prepare the next year's program for each student.

Another vital phase of the program is the conference with students who are failing in subjects. On report day subject teachers talk with each failing student. At this conference the teacher and student attempt to determine the causes of unsatisfactory work, to discuss the student's weaknesses, and to agree upon specific remedial procedures. These items are checked on a specially printed student-teacher cooperative analysis card. This card is filled out in the presence of the student during the conference. The card is signed by the student and the teacher, and it is then taken home for parental inspection and signature. The subject teacher may refer the student to his homeroom teacher, to a class adviser, or to a guidance counselor for further conferences if he deems it advisable.

REASONS FOR FAILURE

There are many reasons students fail. One cause may be visual difficulties that make reading and studying a physical hardship. When such difficulties are discovered, steps are taken to remedy them. Sometimes a student is placed in a remedial reading class for a period of time. We use a telebinocular test as a screening process in connection with our failing students.

A guidance counselor's conference with a failing student may center on emotional problems, the choice of a vocation, or the obtaining of occupational information.

Our career conferences provide the students with opportunities for receiving firsthand information by talking with consultants who represent the students' vocational fields of interest.

Our home visitation program offers us a means for trying to determine the best way to help a student. We attempt to work out a program with the home that will be of value to the child concerned. Parents are cooperative and frequently are eager to talk things over with the school authorities.

Home visitations may reveal situations in a student's home that should be brought to the attention of the student's teachers, who then can appreciate more fully some of the youngster's problems. The home visitor attempts in every way to bring about a better student-teacher relationship.

If the problem is that of a drop-out, the student and his parent are interviewed, and the problem is discussed.

A part-time job may be the solution, or it may be possible to make arrangements with the evening high school for the student to continue with his school program while working.

The counselor prepares for each conference by carefully examining the student's cumulative record, test results, student inventories, visitation reports, and any other source of necessary information so that he may know the student's background as completely as possible.

It is an individualized approach with an effort to coordinate all of the facilities of the school and of the community for the full benefit of the indi-

vidual student. Follow-up studies are made so that we can in some measure determine the effectiveness of our work.

It has been the policy at Reading High School to select counselors from the teaching personnel. As a result, the members of our present counseling staff have an average of 23 years of teaching experience. At the time of their appointment the teachers were not certified counselors. They were chosen because of their ability to work with students, their personalities, which seemed suitable for such work, and their desire to help the students.

It was understood, however, that these teachers would have to obtain

proper certification within one to two years. This requirement was not too difficult to meet since all of the appointees held master's degrees at the time of their promotion and at least some of their graduate work counted toward counseling certification.

Two universities near by made it possible for the counselors to receive the necessary special training at evening sessions, on Saturdays, or during summer vacations. In addition, the local council of social agencies sponsors a four-year program in abnormal psychology. Instructors from the Philadelphia Psychiatric Institute conduct the course. The Berks County Guidance Institute also offers courses by local psychiatrists. Our counselors have taken advantage of these opportunities to further their training even beyond certification requirements.

We have a branch of the National Vocational Guidance Association in our locality. This organization provides the means by which individuals interested in personnel work, both in and outside of secondary school work, get together for the exchange of ideas, methods and technics.

Our own high school guidance group attempts to work out procedures, technics and methods during weekly department meetings.

COST OF PROGRAM

The cost of Reading High School's guidance program must be considered as two items:

1. Salaries. This item is prepared by the teachers' committee of the local school board and is included in the school district's budget under professional employees.

2. Budgetary Items. These items are included in the budget prepared by the head of the high school guidance department.

The professional and clerical salaries total approximately \$17,900. This provides for four full-time counselors (school population, 1950); a part-time teacher, who teaches three guidance classes a day (a course called social living), and a stenographer, who works half time in the guidance office.

The budget items cover homeroom materials, guidance room library books, tests, subscriptions, vocational and occupational information materials, equipment, and traveling expenses of our home visitor. This part of the cost of the guidance service at the Reading High School averages approximately \$1200.

How administrators can deal with

SECRET SOCIETIES

A. EWING KONOLD

Principal, Senior High School, Santa Monica, Calif.

TO THE administrator who plans a course of action in a program aimed at the elimination of secret organizations within a school, the following five steps are recommended:

1. Know your state laws, their strong and weak points. Be sure to know in what manner the laws may have been interpreted by the legal counsel for the state department of education or in any court case where they have been applied.

2. Have a long-range program so that one phase of action leads logically to another. Be sure that those who are responsible with you for the program will understand the objectives and sequence. The length of time and the plan naturally will depend upon the strength of the organizations, popular support of the organizations, and the length of time they have been in existence within the school.

3. Obtain the approval of the program from the local board of education and superintendent before starting the program. If full support is not obtained, determine the objections and organize a program that is acceptable.

From address at thirty-fourth convention of the National Association of Secondary-School Principals, N.E.A., February 21, Kansas City, Mo.

4. Set forth clearly the objections to these organizations. Point out why they are harmful and then talk over the program with the following groups and get their help: your own faculty, student leaders and groups, P.T.A. or parents' groups, local newspapers, community youth organizations, nearest pan-hellenic group, and other high school districts.

5. The final point is enforcement. There are many suggested methods, including suspension, withholding school recommendations, withholding school credits, making membership in a fraternity or sorority a part of the permanent record of the student, and excluding members from participation in any student body activity of any kind, including athletics. Of these methods, probably the most effective is exclusion from participation. This is effective, though, only when the program of extracurricular activities is vital and sought after by members of the student body.

After a program of eliminating fraternities and sororities has been accomplished, a constructive program of student activities is necessary as a deterrent to any desire on the part of students to bring back into existence this form of student organization.



Courtesy of Chicago Board of Education

When **TEACHERS** participate in school administration

N. DURWARD CORY

Superintendent of Schools
Rochester, Minn.

IF THE modern school system is to provide the best possible education for each child, cooperation and participation of faculty members in administration are not merely desirable but actually essential.

Education is now looked upon as a cooperative process in which the community, the school administrators, the parents, the teachers, and the students work together to make the best possible use of the educational facilities, methods and procedures available.

FORMULATING A PHILOSOPHY

Teachers in today's schools begin by helping to formulate a philosophy for the school. A committee for this purpose is appointed, usually by the school principal, and teachers apply the results of sound educational thinking to the particular school and com-

munity. The result is a philosophy which is thoroughly understood by both teachers and administrators. It becomes the basis for the curriculum, the guidance program, the relation of the school to the community, the attitude of teachers toward students, and every activity or relationship in which the school participates.

Teachers now are constantly evaluating the activities of the educational program. Student achievement is measured to determine the degree of success of a method or of a course of study. Teachers cooperate in building courses of study that will appeal to the interests and be within the grasp of the children. They plan various technics to use in presenting the courses so that they can appeal to children of various abilities. They exchange ideas and add to their knowledge of methods, technics and content

in each course. When the course of study is published, the faculty members then are making the result of their studies available for the other teachers in the department.

UNDERSTANDING OF EACH CHILD

Teachers work through the guidance program to obtain a full understanding of each individual child. In committee meetings they exchange ideas on individual pupils. Through records, testing, counseling and exchanging ideas, they come to know each child better, to understand him more fully, and to increase the influence of the school in providing a more worth-while educational experience for him.

When teachers are acquainted with the school philosophy, when they understand the background, the abilities, and the interests of the child, and

when teachers help plan courses of study, it naturally follows that teachers will move into the broad program of determining the content of the whole curriculum.

Understanding of one basic problem, situation or fact helps to bring about a better appreciation and realization of other facts and processes. Democratic participation in administration keeps teachers moving toward a more thorough understanding of the entire teaching process.

TEACHERS LEARN DEFICIENCIES

Teachers in a school that plans its courses of study, its curriculum, its guidance program, and its school philosophy by democratic processes are trained in leadership and understanding. One teacher is head of one committee, another teacher is head of a second committee, and so on. In this type of system, teachers are able to plan democratically for teachers' meetings. Common problems can be decided upon, topics for discussion can be selected, and new ideas can be evaluated. A teacher can take charge of a meeting when its topic is related to the field of interest of his committee.

Many of our better school systems are now having general faculty meetings planned by members of the staff around areas of interest that they have selected.

When teachers are allowed to participate in decisions on problems of general educational policy and of the educational program, they soon learn that there are areas they do not fully understand. They learn that there are other teachers who have information, methods and ideas they do not have. They learn that there are facts and technics none of their committee members knows. They immediately see a real need to return to school for more training. The new training then has real meaning to them, and they are able to put it into use the following year.

Teachers under this plan of democratic participation are better satisfied. They have a greater appreciation for the problems of administration. They are more cooperative with one another and more professionally minded. They work as a unit with the established school administration.

Supervision is also better appreciated in this type of school. Teachers are concerned with doing the best possible job of educating youngsters

and, because of their democratic understanding and their participation with supervisors in the solution of curriculum and other problems, accept supervision for what it really is. Teachers and supervisors work together to improve instruction. Supervisors are invited by teachers to visit when new or different methods are being tried out. Both understand that it is the particular method and not the teacher that is on trial. Each appreciates the other more because they have participated together in the solution of many other problems.

Once democratic practices are in full operation, schools tend to do away with set goals, set objectives, set curriculums, and set methods of teaching. Democratically organized schools, because they have a large number of committees in operation and because teachers have a full picture of what they are trying to do, carry on a process of constant evaluation and change. The groups and committees are constantly on the alert to find what other schools or teachers are doing. They are always ready to try new or different practices, and, if they prove to be good, to adopt them or to make the necessary changes in present practices.

HOME VISITS NECESSARY

Teachers cannot fully understand a child unless they know about his home environment. A friendly visit to the home goes a long way toward improving the home-school relationship and toward bringing about a better understanding of the true situation by the teacher and by the parent.

Many teacher committees today have called in representatives of parent groups and asked for their suggestions on curriculum and other school problems. Teachers learn the attitude of the parents and also learn that certain phases of their work are not accomplishing what the teachers thought they were. Parents learn of the purposes and goals toward which the teachers are striving and are much more willing to cooperate.

In order to teach effectively, each teacher has to have a fairly complete understanding of the community in which the school is located. Each community has economic interests, religious and political groups, and cultural interests which the teacher should know about. The content of a course of study, the application of examples in each daily lesson, and the success

or failure of many courses depend upon this understanding. The teacher never should miss an opportunity to tie in the work of the day or of the unit with the child's home or community environment.

If the school, the faculty, and the home cooperate, it is much easier for the teachers to participate in a study of the community. Through distributive education, cooperation on vocational work between factories and schools, parent membership on school committees, and community use of school facilities there have come to be a closer relationship and understanding among the teachers, the home, and the community.

When teachers are working together to improve community relations, home relations, supervision, courses of study, and curriculums, they are certain to become concerned about total school standards. If they are improving individual elements within the school situation they are going to be concerned with the net result of their individual and collective efforts.

In the final analysis, it is the administrators who are held responsible for the successful operation of school systems. For this reason they need to exercise great care and judgment in the placing of democratic responsibility in the hands of the staff. Many administrators are unwilling to take this risk, yet the truly capable administrator is the one who develops the understanding and stature of his staff through participation in the solving of school problems.

START WITH A COMMITTEE

Some teachers have grown accustomed to taking directions and have not kept pace with current developments. These teachers are not ready for wide participation at the start. Generally, a program of participation has to start with one or two problems for a committee to solve and then gradually to evolve into full participation by all.

If the administrator moves faster than the teachers are ready to accept new responsibilities, the teachers will hold back. He has to watch the gradual development of each member and to make assignments to new responsibilities on that basis. He has to encourage here, to suggest there. Eventually, he has a far better school system in every respect than he could have hoped to have had in any other way.



BROADOAKS SCHOOL AT WHITTIER COLLEGE, WHITTIER, CALIF.

IN
MONTANA

**SCHOOLHOUSE
PLANNING
THROUGH THE AGES:**

3½-18

IN
CALIFORNIA

IN
NEW JERSEY

IN
ALABAMA



Model Kindergarten and Nursery School

*for teacher training
program at Whittier*

G. DUNCAN WIMPRESS

Director of Public Relations
Whittier College
Whittier, Calif.

Semicircular bay for storytelling groups is a feature of the playground of the new nursery school and kindergarten building for the Broadoaks School, a teacher training institution which, since 1931, has been a part of Whittier College.

BROADOAKS SCHOOL, beautiful new model kindergarten-nursery school, is a recent addition to the physical plant at Whittier College, Whittier, Calif.

Housing one of the outstanding kindergarten-nursery school teacher training institutions in the West, the new Broadoaks is modern in architectural style, with flat roof and large covered concrete porch areas. The one-story frame stucco structure includes one central playroom, two teachers' offices, a secretary's office, reception and committee room, kitchen, nurse's room, work preparation room, adults' and children's restrooms, and children's locker room.

The building was designed by William H. Harrison, Whittier College architect, who also designed Lou Henry Hoover Memorial Hall, new classroom building at the college.

ONE-WAY OBSERVATION

Featuring one-way observation windows between teachers' offices and children's playroom, the new building uses concrete flooring with pattern linoleum and asphalt tile, acoustic tile

ceilings, plaster walls, and tinted chalkboards and cork boards.

Equipped with tri-lateral indirect lighting, the Broadoaks structure was designed so that the south rays of the sun would be softened by the louvered windows above the covered play terrace, the windows at the terrace level receiving reflected light from the green cement of the terrace floor.

A semicircular bay for intimate storytelling groups is one of the unique features of the modern kindergarten-nursery school plant. It is rimmed by a semicircular bench beneath flower bordered windows.

GERMICIDAL LAMPS IN PLAYROOM

Heated by hot air and gas radiation, the new school is equipped with wall-bracket germicidal lamps in the playroom and latest model kitchen for the preparation of children's morning and afternoon snacks. Containing a floor footage of 3625 square feet, Broadoaks was built at an overall cost of \$75,000, including landscaping and outdoor construction.

A redwood circular outdoor storytelling classroom at the east end and a

blacktop play yard for all-weather use complete the facilities. A cement area in the yard is for the use of children who have wheeled toys.

Located on the college campus in the heart of Southern California's citrus country, the new Broadoaks is set on 1½ acres of tree shaded ground. Landscape architect Edward Huntsman-Trout has developed an atmosphere of intriguing beauty in his treatment of the boundaries of the property. These consist of a small arroyo lined with pepper trees to the south, a lemon grove to the west, and a natural wood picket fence to the north.

SERVES 40 CHILDREN

Founded in 1906 by Ada M. and Imelda E. Brooks, Broadoaks School was located in Pasadena until 1931, at which time it became the Broadoaks School of Education, Whittier College, and was housed in Redwood Building on the Poet campus until the completion of the present structure.

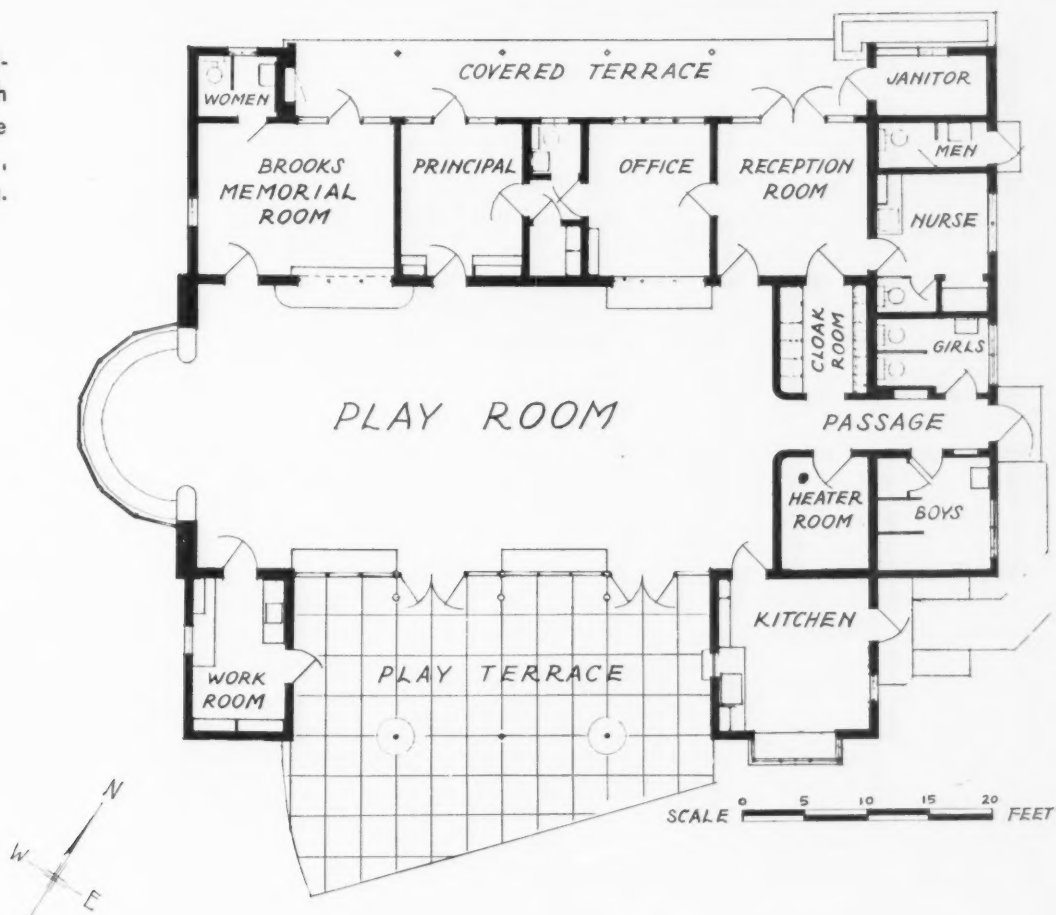
The school has an average enrollment of 17 in the nursery school and of 24 in the kindergarten. Twenty Whittier College student teachers assist per year in nine-week sessions.

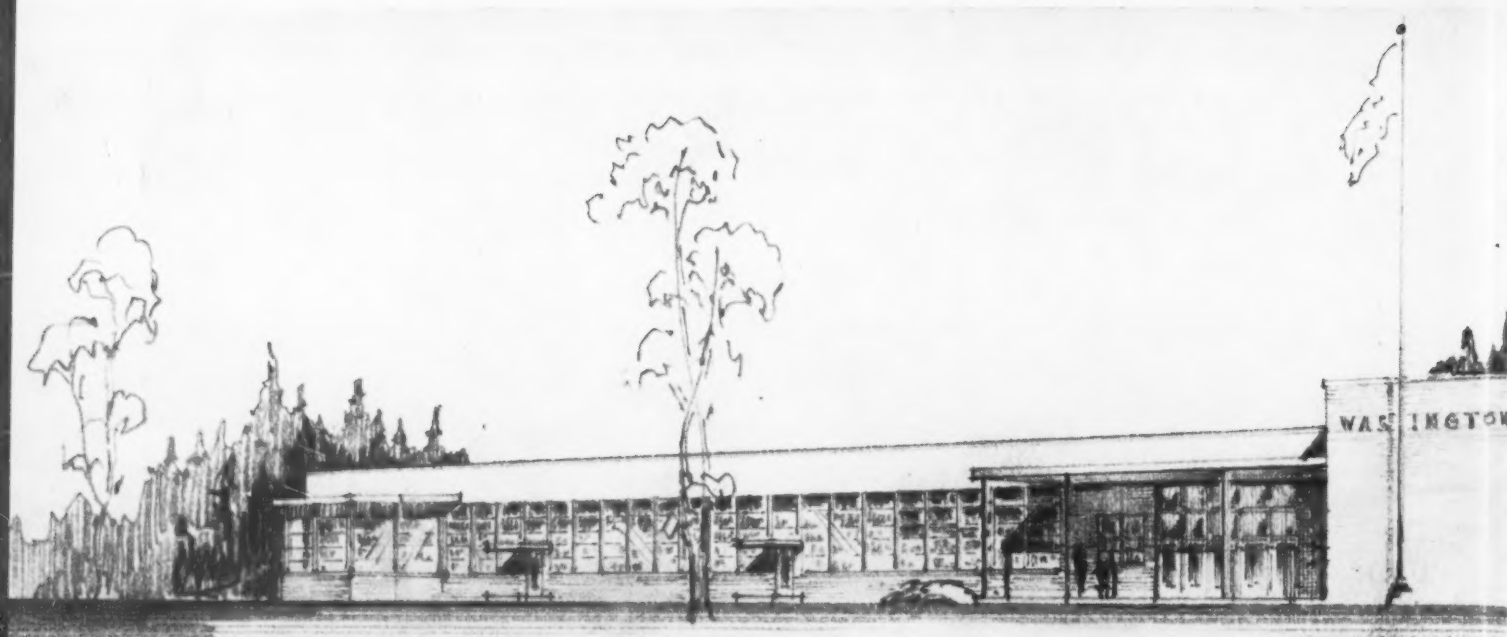
Mabel F. Rice, professor of education at the college, is director of the school. Viola D. Luring is head teacher of the nursery school and Rebecca Bacon Hayes of the kindergarten. The school also has the services of a pediatrician, a nutritionist and a psychologist.



CLASS IN SESSION, VIOLA D. LAURING TEACHING

Floor plan of Broad-oaks School, which was designed by the college architect, William H. Harrison.





SIX-CLASSROOM BUILDING

serves elementary school pupils and community

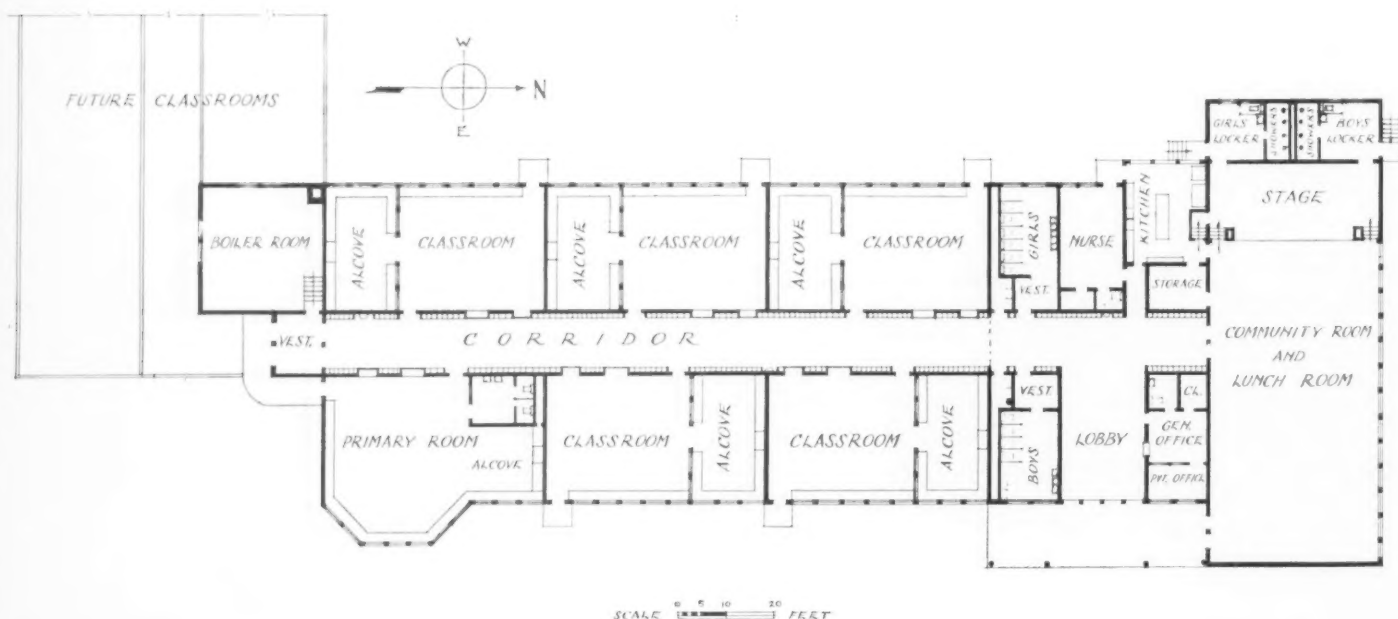
CHARLES D. HAYNES

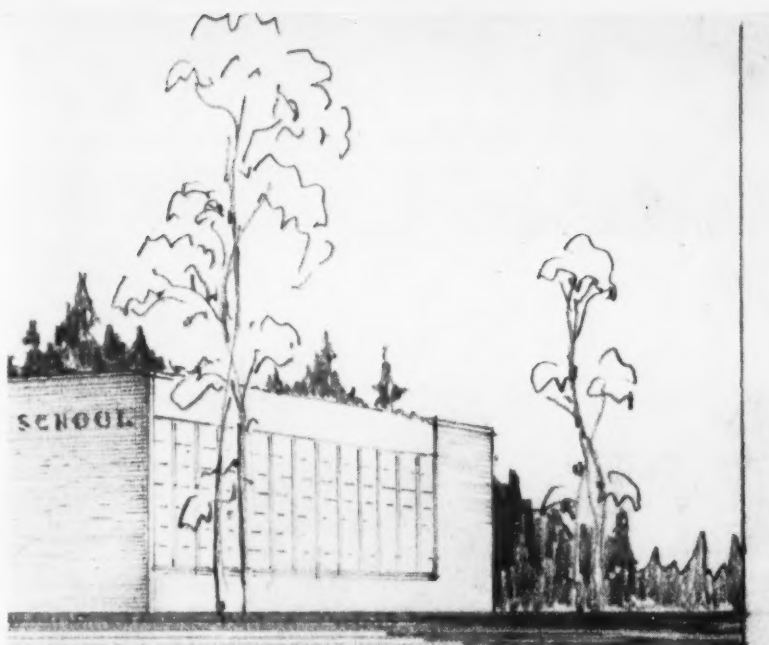
Superintendent, Hamilton Public Schools
Hamilton, Mont.

MONTANA TOWN WITH LIMITED RESOURCES BUILDS FACE BRICK
AND STUCCO STRUCTURE WITH GOOD LINES AND AMPLE SERVICES

THE school system at Hamilton, Mont., in 1948 faced a problem typical of many similar communities. The smaller of our two grade school buildings was 53 years old and failed to meet standards of safety, sanitation and modern education. Enrollment was increasing rapidly. The limit of our resources was \$180,000, and post-war building dollars were sadly depreciated. This amount, however, was the legal maximum of bonds issuable for construction of elementary schools.

As a first step, an architect experienced in school building programs, Fred A. Brinkman, A.I.A., of Kalispell, Mont., was employed by the board of





education to make a survey of present school plants and probable future expansion.

On the basis of Mr. Brinkman's report it was decided to ask the taxpayers to vote a bond issue of the maximum amount. It was judged best to demolish the old four-room building and to rebuild on the same site, using one of the least costly types of construction. Six classrooms and a large community room were proposed—or as much as the money would provide. The plan would permit of future additions. All other building projects were to be deferred.

At this point the parent-teacher association approved the building proj-

ect unanimously and proceeded at once to canvass all taxpayers of the district for the required signatures to petitions for a bond election. The election having been duly ordered, preliminary sketches were printed in the newspapers, and public meetings were held so that the ideas of all interested persons could receive consideration. A number of citizens expressed misgivings regarding frame construction for school buildings, but the attractiveness of the architect's design went far to reconcile the objectors to this economy measure.

After publicity and public discussion, it was decided that a one-story structure, faced with brick below the

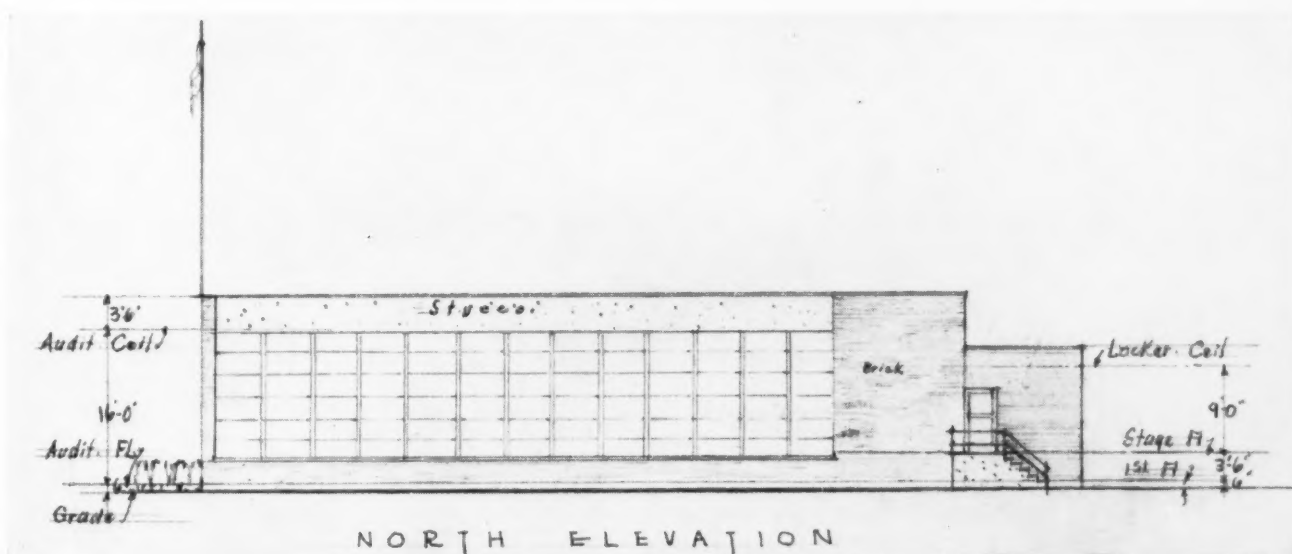
windows and with stucco above, would be sufficiently substantial as well as beautiful. For safety, each classroom will have an exterior door. The teachers of the school contributed valuable suggestions for the interior arrangement.

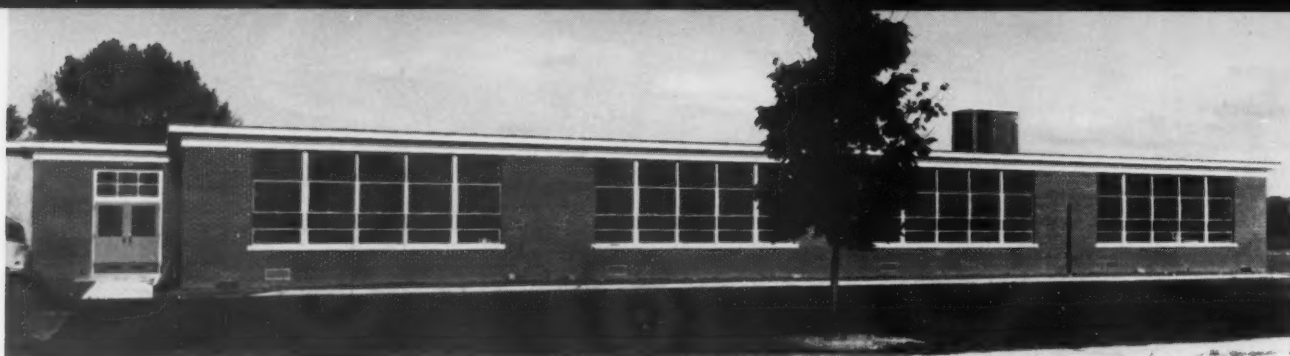
The bond issue was approved by an overwhelming majority of taxpayers, thanks again to the P.T.A., which brought out the vote. (In Montana a bond election is of no effect if less than 40 per cent of all eligible persons cast their votes.)

During the current school year it is necessary for pupils of the demolished Washington School to occupy temporary quarters in church buildings. The inconvenience is borne cheerfully in the anticipation of finer things to come.

Not only are we obtaining at moderate cost a school plant modern in every detail, but we are gaining two features in particular which will permit much enrichment of the educational program. First, the work alcove in each classroom will facilitate many types of learning activities. Second, the large "community room" with stage, showers, and adjoining kitchen will be useful for the following purposes and no doubt others not yet thought of: assembly room; lunchroom; physical education; music; visual education, and as a P.T.A. and community meeting place. These facilities will mean much in neighborhood life.

The total construction cost of the building was \$178,174, and it will be completed by next September, if all goes as scheduled.





KINGSTON ELEMENTARY SCHOOL, KINGSTON, N.J.

ADDITION to frame building is first unit of new plant

MEMBERS of the school board at Kingston, N.J., agreed in 1948 upon the need for an addition to the town's two-room frame school building. Because they did not feel that they could afford to abandon the existing structure, the problem was to design an addition which would include four classrooms, a teachers' room, a health department, a storage room, and a boiler room large enough to house the heating and other mechanical facilities for what eventually will be a much larger building.

It was necessary to arrange the first unit of construction so that, as the need arises, administration offices, a library, additional toilet facilities, four additional classrooms, and a kindergarten can be added to the east end of the building. Later, it is proposed, a combination gymnasium-auditorium, locker-and-shower rooms, a shop, a home economics room, public toilets, and a cafeteria will be added.

At no time was it the intention of the school board to have us plan a building in which low cost was to be given first consideration. The board's preliminary instructions were to design a building that would be simple in character as far as the exterior was

ARTHUR N. STARIN

Arthur N. Starin and Associates
Architects, Basking Ridge, N.J.

concerned. However, on the interior we were instructed to give every consideration to pupil and administration needs as well as to proper acoustics, insulation and low maintenance costs.

The school board and our firm decided to build a one-story building because it provides more floor space to the dollar spent than would a multi-story building.

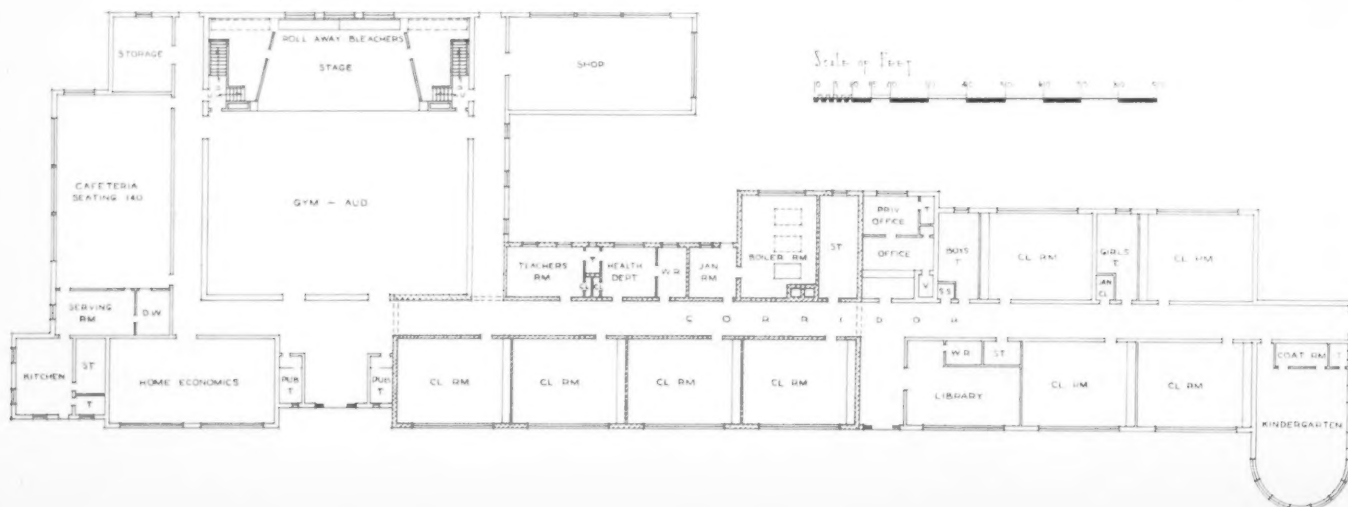
In order that all utility piping and conduit would be concealed, a 4 by 5 foot pipe trench was planned around the perimeter of the building. The floors, other than the slab over the pipe trench, are of concrete laid over a porous fill. The pipe trench follows the perimeter of the building and ensures a completely dry floor. The walls, dry and well insulated, are of cavity construction, consisting of 4 inches of face brick, a 2 inch air space, and 8 inches of precision made, steam cured cinder blocks. The two wythes are anchored together by 3/16 inch stainless metal ties, every two feet horizontally and every 16 inches vertically. A simple cornice overhangs the ma-

sonry walls approximately 1 foot. The outlookers forming the structural members for this cornice slope up about 2 inches forming a basin over the flat built-up roof which is drained by leaders built into the corridor walls.

The ceiling is insulated by means of 4 inches of rockwool bats over which air can circulate through screen vents in the soffits of the cornice. The ceilings in the classrooms and corridor are of acoustical tile over plasterboard. Plaster is used as a wall finish only in the teachers' and health rooms.

The dados in the corridors and classrooms are of buff structural glazed tile. The walls above the tile are finished with a heavy bodied cement paint in pleasing colors. Aluminum frames enclose the plastic chalkboards.

The first unit of construction attached to the present building leaves much to be desired esthetically. However, the community can look forward to an eventual building of which it can be proud. In the meantime it can congratulate itself upon having purchased four classrooms, a teachers' room, a health department, a boiler room, and a storage room at a structural cost of \$11.53 per square foot and a cubic foot cost of 62.8 cents.





Designed to fit the program of the first **SIX GRADES**

HOWARD A. GRIFFITH Jr.
Architect, Sheffield, Ala.

SHEFFIELD, Ala., has a building program in progress, and two of the structures now going up are presented here. One is the new elementary school described on this page, and the other is a physical education building for the Sheffield High School, shown on page 70. C. M. Brewster is the city superintendent of education. The elementary school building will cost \$200,000 for the construction only; the high school addition, to house physical education activities, will cost \$164,000. The latter structure is of architectural concrete.

CONSTRUCTION DETAILS

PURPOSE: To provide complete educational facilities for the first six grades. Multipurpose room provided for assembly and indoor games. Cafeteria, kitchen and storage rooms also.

SIZE: Approximately 26,000 square feet on one floor, plus basement, boiler room and coal bin.

COST: Contract price \$199,250 (not including light fixtures or movable equipment).

CONSTRUCTION: Brick and concrete masonry cavity walls. Interior walls, exposed brick and plastered concrete masonry.

ROOF FRAME: Steel bar joists with concrete slab.

CEILINGS: Acoustic tile on wood stripping.

TOILETS: Ceramic tile floors, glazed tile wainscots.

KITCHEN AND CAFETERIA: Quarry tile floors; all other floors, asphalt tile.

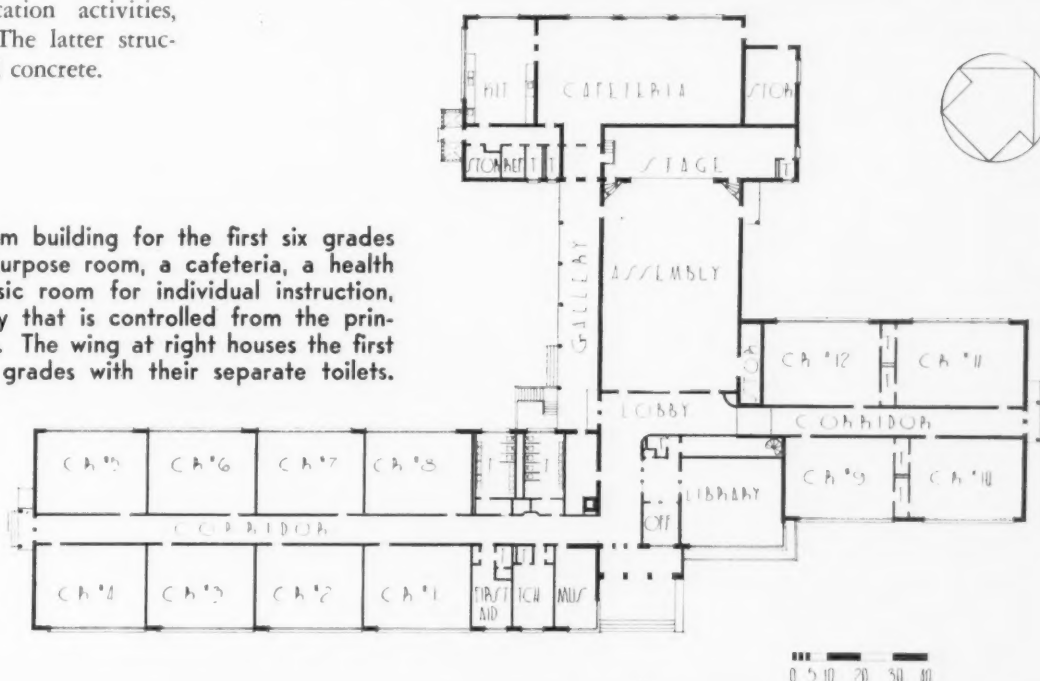
WINDOWS: Steel sash.

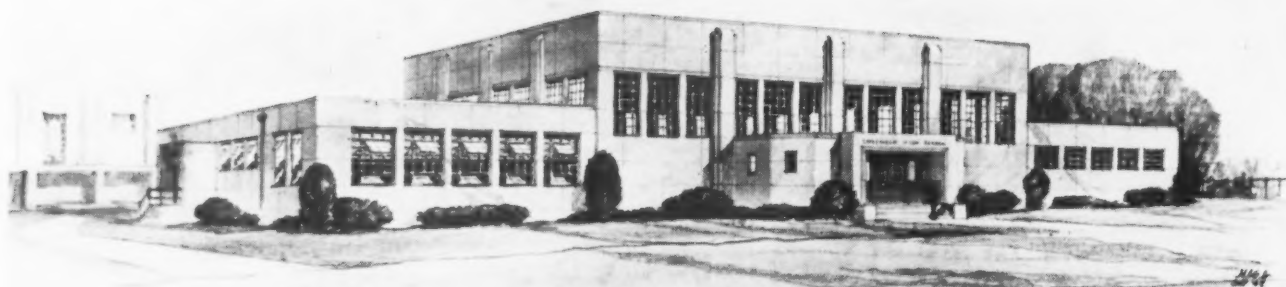
DOORS: Wood, flush veneer.

HEATING: Radiant floor panel, forced hot water except for unit heaters in assembly room, cafeteria and kitchen.

LIGHTING: Fluorescent fixtures throughout.

This classroom building for the first six grades has a multipurpose room, a cafeteria, a health room, a music room for individual instruction, and a library that is controlled from the principal's office. The wing at right houses the first and second grades with their separate toilets.





PHYSICAL EDUCATION BUILDING, SHEFFIELD HIGH SCHOOL
CITY BOARD OF EDUCATION, SHEFFIELD, ALA.
HOWARD A. GRIFFITH, JR., ARCHITECT

GYMNASIUM *building also houses cafeteria*

HOWARD A. GRIFFITH Jr.
Architect, Sheffield, Ala.

CONSTRUCTION DETAILS

PURPOSE: To provide facilities for physical training, athletic teams, equipment storage, lockers and showers, band room and band practice, cafeteria and kitchen, and lecture rooms. These facilities are connected to the existing high school building by two covered passageways. Gymnasium can be divided by folding partitions.

SIZE: Approximately 20,000 square feet on one floor.

COST: Contract price, \$163,840.

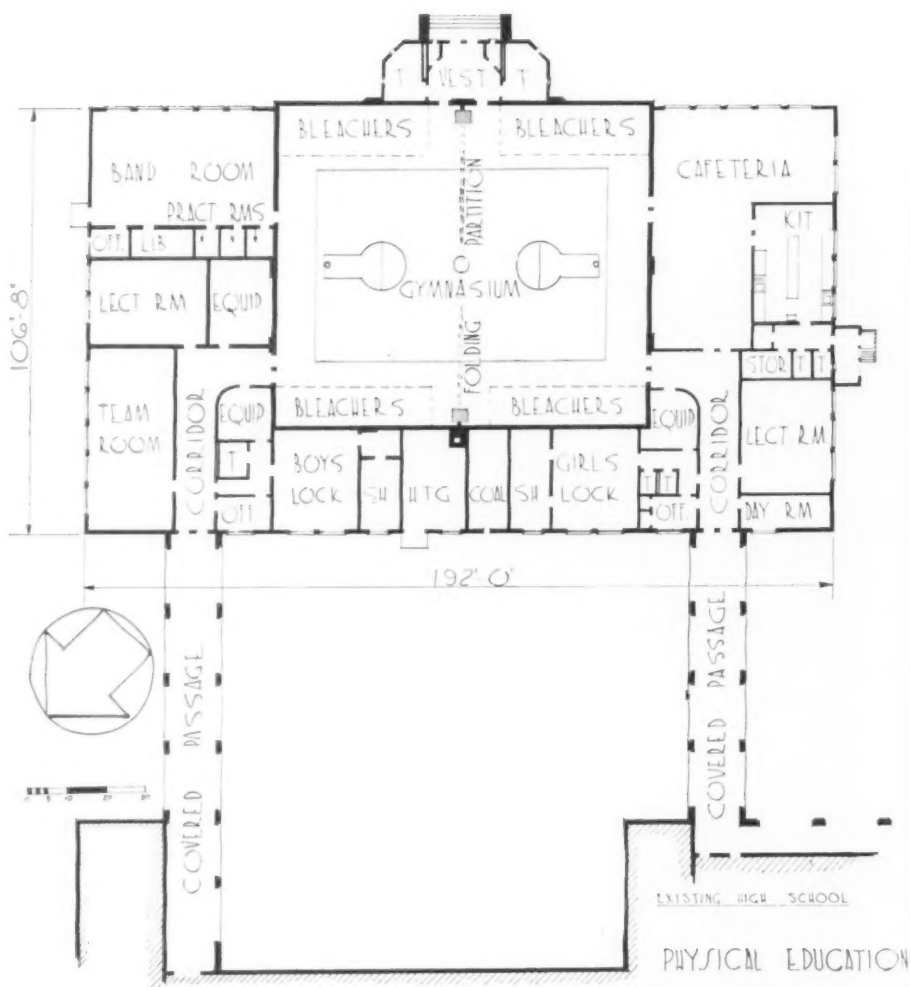
CONSTRUCTION: Exterior walls, architectural concrete; interior walls, concrete masonry; roof frame, steel joists, beams, trusses and steel deck. Covered with insulation and built-up roof.

FLOORS: Concrete slab on rock fill. Gymnasium floor, maple; showers, toilets, locker rooms, cafeteria and kitchen, ceramic and quarry tile; classrooms and band rooms, asphalt tile; other floors, cement.

WINDOWS: Steel sash.

DOORS: Wood, flush veneer.

HEATING: Forced hot water with unit heaters and convectors. Boiler heats shower and kitchen water.



Uniform accounting is the crying need in

PUPIL TRANSPORTATION

E. GLENN FEATHERSTON

Specialist for Pupil Transportation
U.S. Office of Education

PROBLEMS that often plague the school administrator who desires to compare educational data are the lack or incompleteness of needed data and the variation in the meaning of those that are available.

This is true not only when comparisons between states are made but also, frequently, when comparisons between local units in a given state are made. It applies to almost every phase of the school program. Almost every student of education has sooner or later attempted to compare costs of the education program and has finally faced the virtually insurmountable obstacles of defining with reasonable accuracy the items that are included in each of the cost figures and of determining the number of persons covered by each cost figure.

Data related to such specialized fields as school plants and pupil transportation are possibly even less valid and less comprehensive than those related to school costs.

PAST ATTEMPTS

On a nationwide scale several attempts have been made in the past by the states, national organizations, and the Office of Education to improve the quality and to increase the quantity of educational statistics. The first such effort resulted in certain publications related to uniform records and reports in 1912, the second in similar publications in 1928, and the third in additional published materials between 1936 and 1940. While these three drives to improve school records and reports undoubtedly resulted in great improvement, the need for further improvement is so great that a fourth drive was started in 1947 with the organization of the National Committee on the Cooperative Program on School Records and Reports. The program recommended by this committee is just getting well under way.

The need for accurate information on pupil transportation in state and local school administrative units is

acute because transportation is a relatively new service that has grown to large proportions in one generation. The number of pupils transported at public expense has increased from about 1,100,000 in 1925-26 to an estimated 6,000,000 in 1949-50. It is estimated that the cost of this service, which was about \$35,500,000 in 1925-26, will be approximately \$200,000,000 in 1949-50.

STATE FUNDS

On the average, according to the best data available, almost 5 per cent of all funds for current expenses now goes for pupil transportation, and in a few states 15 per cent or more of the current expense budget is for transportation. Forty states now provide state funds for pupil transportation. A few of them pay the entire cost of the minimum transportation program, although the large majority pay only a certain percentage of the cost of the minimum program or provide some kind of flat grant.

As transportation developed into a major service of the public schools, with an increase in the number of states that assumed some responsibility for its cost, there was a corresponding increase in the development of standards or criteria that would serve as guides to states and local units in evaluating and improving present programs.

Most of the present standards or criteria are related to providing transportation service safely, economically and efficiently. Many of them are based on the judgment of individuals or groups, either because data on the programs of local units have not been recorded so that they are available for study, or because there has not been sufficient experience to serve as the basis for objective analysis. Some states

do not have accurate information even on such items as the number of pupils transported at public expense, the number of buses used, and the total expenditure for pupil transportation.

To anyone who studies present standards and criteria it is evident that they cannot be of maximum usefulness unless they are more closely related to the experience of the local units that are actually operating the transportation program.

In order to make a critical analysis of the economy of operation of the transportation service, data on many aspects of the program must be available from many states or many local units and in comparable form. It is necessary to know the number of pupils transported. This seems a simple item, but at present some states report the transported pupils enrolled, others the average daily attendance of transported pupils, and still others the average daily membership of transported pupils.

EXPENDITURE FOR TRANSPORTATION

It also is necessary to know the total expenditure for pupil transportation, although actual cost of operation for a given period can be accurately reported by only a small percentage of the local units at the present time. This again seems a relatively simple item, but in some states the reported expenditure for transportation includes capital outlay for new buses and, in some cases, for garages. Some states allow an amount for depreciation of buses and for expenditures for insurance.

After accurate and comparable figures on the number of pupils transported and the total expenditure for (or cost of) pupil transportation are available, a great deal of additional information is needed to show reasons for differences in cost (or expenditures) in different states or localities. This would include information on the number and size of buses used, the total miles traveled by the buses, the kinds of roads used by the buses, the

length of operating time per bus per day, the average number of pupils served by each bus, the number of transportation employees by classes, the level of wages paid to transportation employees, purchase procedures in use, and other aspects of the operating program. Variations from one administrative unit to another on any of these items would account for some difference in the cost of transportation, and considerable differences on several of them might explain fairly wide cost differentials.

Promoting safety in pupil transportation has proceeded in the past primarily on the basis of logic because the information available on accidents in pupil transportation has been limited. Even today few states collect enough facts so that they can take intelligent action to prevent occurrence of accidents similar to those that already have occurred. As the basis for such action, states need complete information on the number and nature of school bus accidents, the number and nature of injuries, the number of deaths, and the cost of the accidents in terms of damage to property and in terms of doctor and hospital bills.

CAUSES OF ACCIDENTS

In order to analyze the causes of these accidents, states must have complete information about the circumstances in which the accidents occur, the standards met by the school buses involved, the qualifications and the training of the school bus drivers involved, state and local traffic laws and ordinances governing the traffic conditions at the times of the accidents, loading and unloading practices, and other operating procedures observed in the administrative units in which the accidents occurred, and other such factors. Only when such information is available can states make the needed adjustments in their standards for vehicles and drivers, operating procedures, and school bus driver training programs to help prevent accidents.

The over-all efficiency of the transportation program is related to many factors. Among these are scheduling and routing standards, including distances pupils are required to walk to school and to the bus route, conditions for setting up spur or feeder routes, and the frequency of stops. Other factors on which information is needed are the regularity of service, the average length of time buses are in use, the time pupils are required to stay on

buses, the time they are required to leave home, the length of time they arrive at school before session begins, the number or percentage of standees that are permitted.

This information would be needed particularly by an administrator whose job it is to improve the efficiency of service in a local unit. Obviously, much of the information listed would be important in the comparison of costs in a number of local units or even in states insofar as such service could be measured reasonably correctly by statewide figures. One state or local unit might have higher costs than another simply because it wants and is willing to pay for better service.

STEPS TO BE TAKEN

The important consideration now is what steps should be taken to bring about the record keeping and reporting necessary to obtain the information that is essential in promoting safety, economy and efficiency in pupil transportation.

The first step in improving data on pupil transportation is agreement among the states on, and use of, uniform definition of terms and items on which information is to be recorded and reported. A "pupil transported" and a "school bus" must mean the same thing in all states. "Miles of travel of school buses" must uniformly include or exclude unloaded mileage, and the "total mileage operated by school buses" must include the same sub-items, such as "miles on regular routes," "miles for special trips," and "miles for servicing the buses." "Expenditures" must uniformly include or exclude the expenditures for insurance, capital outlay, and supervision, and, if they are included, these expenditures must be accounted for separately from such operational expenditures as salaries of drivers and mechanics, supplies and garage expenses. A "school bus accident" and an "injury to a pupil" in an accident must mean the same thing in all states. The same is true for all items of information to be recorded and reported.

The second step is to promote the correct and uniform recording of transportation data within the local administrative unit. A state department of education can encourage correct record keeping within the local unit in several ways.

In the first place, it can provide a system of uniform accounting, including recommended forms and instruc-

tions for use by local units. The accounting system should be comprehensive enough to include as much detail as the larger systems will require, and the recommended forms should include all those likely to be used by the local units. There should be a form on which a bus driver reports on the condition of his bus and another on which he reports concerning pupils riding on the bus. There should be a form for making a school bus schedule showing the pupils riding on the bus and the time each is picked up and discharged. There should be reports on the inspection of school buses. Although uniformity is not an absolute requirement for these inspection blanks, they will be more useful in promoting a good maintenance program if they are uniform.

It is desirable that there be forms for cost accounting by buses within the local units if those units are to achieve the maximum in economical operation. Much of the information on these blanks would be useful only to the local unit or to other units making a study of certain problems of operation and maintenance, and much of it would not be reported to the state. There should be equipment records, and forms for reporting school bus accidents.

REQUIREMENTS FOR RECORD

The expenditure record for local units must be complete; it must be in sufficient detail to show expenditures by major purposes within the transportation program; it must be uniformly kept, and it must be accompanied by instructions so that all will keep their records in a uniform manner. The expenditure record is the most important single record and serves as the basis for much of the present reports to the states.

The forms enumerated are the most important of the forms that should be included in a state's recommended system for transportation, although there will be others needed to meet the peculiar needs of a state's scheme of administration and operation.

The state department of education can do at least two other things that will encourage adequate record keeping within local school administrative units. It can furnish consultative services on proper accounting procedures, and this would be the key to correct record keeping in many local units, because most of them do not have employees who have had wide experience

in pupil transportation accounting. It also can set up the local unit reports to the state in such manner that they will emphasize the important items in the transportation information that is needed. If only the information for which there is a demonstrated need is requested, most local units will make an effort to provide it.

The third step in obtaining uniform transportation data is for all states to obtain certain items of information from the local administrative units. If each of the state reports contained a uniform core of information that had been cooperatively agreed upon by the states as essential, this information would then be reported to the Office of Education by all the states. The number of items selected for national summaries will be fewer than the number of items used by most states in the administration of their own programs, and the average state would not collect for state use many of the items included in its recommended uniform accounting system for local units.

One would be optimistic indeed to expect all states to overcome immediately all of the practical difficulties in obtaining the information needed, or to agree immediately on information that should be obtained by all, and the definitions of these items. This is a task of such proportion that many years will be required to make even a reasonable showing on it.

FIRST STEP TAKEN

However, there has been a first step that will make easier the subsequent steps by states. As a part of the cooperative program on school records, a national committee on records and reports for pupil transportation recommended a list of items for transportation information that it thinks should be collected by all states and compiled for the nation as a whole, the definitions of the items to be collected, and a set of forms and blanks to be used in recording the data in local units and in reporting them to the states and to the Office of Education.

The recommendations of this committee were given careful study by representatives of more than 40 states, first in seven regional conferences and again during the National Conference on Pupil Transportation held at Jacksons Mill, W.Va., in October 1948. The recommendations now represent the judgment of representatives of about 85 per cent of the states and should be as sound as they can be made

until extensive experience reveals the defects in them.

The report of this committee is available in the bulletin "Records and Reports for Pupil Transportation." Single copies may be obtained from the U.S. Office of Education and larger numbers of copies from the U.S. Gov-

ernment Printing Office, Washington 25, D.C., for 20 cents per copy. The next steps must be taken by the several states in putting into effect the recommendations contained in this bulletin and in using cooperatively the benefits of their experiences in improving these recommendations.

BULLETIN BOARDS

for good public relations

RALPH F. W. BRIMLEY

Superintendent of Schools

and

ARTHUR STEERE

High School Supervisor
Forsyth County, North Carolina

IT IS particularly difficult in a rural school system to keep all the people informed about what is going on in all the schools.

As a result of several discussions, our staff decided to place a large 4 by 12 foot bulletin board in the main corridor of the county courthouse. It is equipped with fluorescent lights so that the displays can be seen easily by all who pass through the hall. The lights help attract attention to the displays.

Keeping the board filled was the next problem. It was decided that each display should stay up for one week, and the display should be changed each Friday afternoon. Schools signed up for display periods, each school being responsible for one or two weeks. Further, it was decided that the school putting up the new display should dismantle the previous one and return it to the owner by way of the inter-school mail.

Summer displays are always more difficult to provide. Since there are fewer persons to work on them, the displays remain up for two weeks during the vacation period. They are planned to show the nature of the summer recreational activities at the various county schools. Preparation of the displays serves as a motivating force for some recreational activities.

No restrictions have been placed upon the types of displays. It has been

suggested only that they portray the work, interests and activities of the schools.

Now, after two years, the displays are as varied and as interesting as they were at the start. Displays have been arranged on science, radio programs, art, guidance, commercial work, social studies, citizenship and virtually all other phases of school life.

Among the comments that have been made about the displays are: "I didn't realize that first-grade children could do that well." "Did you see those model airplanes!" "I wish school could have been half as interesting 20 years ago."

The preparation of these displays has required school personnel to discover and to evaluate its own work before displaying it. The displays have helped to present a vital side of our school work to the public. The bulletin board has served to remind the people who frequent the county seat that our schools are at work. It is perhaps significant that the lighted board is placed just outside the tax office and may serve to relate the tax payments with something quite tangible.

A well placed bulletin board serves the school and the public, making a tremendous contribution to public relations and doing much to bridge the gap that often exists between the schools and those who have no children in school.

Chalk Dust

APRIL

(Apologies to O. Nash)

*The janitor glowers
At April showers,
For he's out of luck
In the springtime muck.
In April the contracts for teachers are due
And according to the best encyclopedias almost every
other war including the Revolution started in
April, too.
The kiddies break out with strange looking bumps
And bops, skips and jumps
To say nothing of spring fever, allergies to the boy
who catches skunks, also mumps.
Should we or should we not mention the epidemics
of whooping cough?
You can't laugh that one off
With its sneezles
And wheezles
And measles
And accompanying diseases.
Flowers bud and kids blossom too; but none too soon,
For quicker than scat April runs into June.*

« »

LESSONS IN NATURAL HISTORY

The Rabbit

THE RABBIT is particularly associated with the Easter season, for it is then that he totters forth from his overcrowded warren and migrates on long sightseeing tours. The same unrest is evidenced by many school administrators who conduct sightseeing classes to Washington. Even the more stationary superintendents are likely to feel an unease of mind and to consider the possibilities of moving to some community where there is more lettuce and less criticism of their wife's fur coat. But large and by the Bunny is an inoffensive fellow and a good citizen. Under extreme provocation, he can pack a powerful kick in his hind legs. So can the school superintendent when pressed too far by the local Parent-Teacher Association.

The Bunny is not particularly famed in literature. About the only complimentary reference that can be found outside the first-grade readers is made by Joel



Chandler Harris, who reports, "When ole man Rabbit say 'scoot' dey scooted, and when old Miss Rabbit say 'scat' dey scatted." This was obviously written long before the days of progressive education and modern child development.

Both the Bunny and the superintendent, at times, break forth in an occupational disease known as Spring Madness. It usually occurs when the warrens are overpopulated and the community refuses to dig more warrens or to issue bonds for a building program.

By common report, the Rabbit lays an egg each Easter. The school superintendent, according to his critics, does not confine his similar activities to a particular season of the year. The same critics point out that the long suffering little Bunny is, in reality, a member of the rodent family. One more crack like that, Ladies and Gentlemen of the Board, and I shall tear up my contract and leave this community flat on its face.

« »

UP IN THE AIR

THE OLD FASHIONED school principal, who used to spend his days laying out bus routes and his nights in correcting them, is on the way out. The school at Ochoa, N.M., reports a first grader whose father flies him to school in a private plane every morning and goes back to pick him up in the afternoon, a mere 32 mile hop. Personally, we hope this sort of thing doesn't become too popular in our own community because, after five years of geometrical progression, we have just arrived at the point at which our school bus routes don't bump into each other. With some trepidation, too, we vision the time when an excuse for pupil tardiness will be poor visibility.

« »

APRIL

(Apologies to R. Browning)

*O, to be in England
Now that April's there.
O, to be in France or Spain
Or darned near anywhere.
O, to flee to north or south
To snow or cold or rain
So mamma can't catch up with us
'Cause Johnnie flunked again.*



Listening to "Book Trails."

THE SCHOOL WITH 150,000 PUPILS

ROSS BROWENDER

News Staff, Station WHA
University of Wisconsin

DID you ever run an elementary school with an enrollment of almost 150,000 pupils? In the state of Wisconsin there is a school that boasts a registration of that size.



This enormous institution is the Wisconsin School of the Air, which is now in its nineteenth year of broadcasting courses by radio to students in the elementary grades in Wisconsin, northern Illinois, northern Iowa, and eastern Minnesota. The school of the air is not intended to supplant regular schooling but is aimed at supplementing and aiding it. Its courses consist of those that cannot be handled adequately with the facilities available to many of the schools, especially the rural schools. For Wisconsin radio has become the school administrator's first assistant, his right-hand man.

Programs over the school of the air vary in length from 15 to 25 minutes, depending upon the nature of the subject and upon the age group to

James A. Schwalbach inspects posters made by school children for a school of the air safety contest.

which the program is directed. Ten courses are broadcast each week, with two each day, Monday through Friday, at 9:30 a.m. and 1:30 p.m.

These programs are received by radio sets in the individual classrooms. The children listen to the programs while in school and then take part in activities stemming from the program and directed by the teachers.

The school of the air courses help to teach everything from science and literature to music and citizenship. Based on registration, Prof. E. B. Gordon's "Journeys Through Music Land" is the top favorite among both teachers and children. Prof. Gordon introduces the children to music of the great masters, such as Handel, Brahms, Beethoven and Mozart, as well as teaches them to sing spirituals, sea chanties, and folk songs of various nations.

"Let's Draw," a creative art program directed by James A. Schwalbach, ranks second in popularity. A reading aid

program, "Book Trails," which selects books to broaden the interests and enrich the leisure hours of the children, is third in preference. "Ranger Mac's" discussions of natural science and conservation, "Afield With Ranger Mac," also are high on the list of favorite programs.

Completing the slate of types of programs offered by the school of the air for the 1949-50 school year are "News of the Week," "North American Neighbors," "Young Experimenters"—a physical science show—and "Growing Up"—which features citizenship and personal health.

Although the school of the air came into existence in 1931, WHA in Madison, the station that broadcasts its programs, began operation in 1915 when it sent out code wireless weather reports. One of the foremost pioneers in Wisconsin radio, Prof. Earle M. Terry, built the first transmitter early in 1915. Later that year the station was granted a government license and was assigned the call 9XM.

Two years later Prof. Terry made 9XM's first "successful" telephonic broadcast, voice signals being heard at the Great Lakes Naval Training Station in Chicago.

The station received its telephonic broadcasting license on Jan. 13, 1922, and its call was changed to the present one, WHA. Although it was not the

first licensed telephonic station, it had begun broadcasting long before the earliest reported broadcasts were made by earlier licensed stations WWJ in Detroit and KDKA in Pittsburgh. For this reason WHA is known as the "oldest station in the nation."

In 1931 the school of the air was originated by H. B. McCarty, then newly appointed director of the University of Wisconsin and of the state radio council radio station, WHA. The experiment proved so successful that Mr. McCarty has been working on the project ever since, smoothing and improving the broadcasts and courses.

Mr. McCarty receives much assistance from school of the air listeners who write in suggestions and criticisms about the programs.

The school of the air has been growing steadily since its inception in 1931. In 1948-49, 144,644 pupils were enrolled in the school, and there were 394,911 course registrations. (Most of the children enroll in more than one course, thus accounting for the difference in the two figures.)

Most of the WHA shows are put on with student talent only. Here the WHA Players present "History and Myth on Stage." Prof. Philo M. Buck (seated) is the narrator.

The registrants were members of 5296 classes in 3442 schools, 70 per cent of which are one-room rural schools.

Recognition has been given the school of the air in the form of national awards. The exhibition of educational radio programs, which is held in conjunction with the annual Iowa Institute for Educational Radio, has awarded WHA and the school of the air 34 citations in the 13 years that the exhibition has been held. This total is considerably higher than that received by any other single organization.

Another classroom type of program that is featured by WHA is the college of the air, which is aimed at providing educational opportunities for adults. This series broadcasts various University of Wisconsin lecture courses—at regular course hours or by delayed broadcast or both—to adults in Wisconsin, making it possible for them to obtain a "college education" while they are seated in their favorite easy chairs or while they are working.

In addition to the college and school of the air in the strictly educational category, many special events are carried by WHA. Speeches and panel discussions of state, national and international significance are broadcast.

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\$12,000 is available for the more than eight hours of musical programs that WHA airs daily. The collection contains no popular records, since the station feels that this type of music can be heard on other stations at any time the listener wishes to hear it.

The third important classification of WHA programs is news broadcasts. The station broadcasts six daily news summaries, which vary in length from five to 15 minutes. State news receives the greatest emphasis, but national and international news also is handled. Crime, violent death, and

sordid incidents are played down or omitted except when the public's knowledge of them is essential.

With the exception of Cliff Roberts, chief announcer, and his assistant, Steve Reinertsen, the entire staff consists of nonpaid University of Wisconsin students. Mr. Roberts selects the announcers by means of auditions. A large number of them go directly from WHA to network radio stations.

In addition to WHA, the same studios house WHA-FM, one of the state radio council's network of FM stations. The network today consists of

four stations, and construction has begun on two others.

This FM network is alleviating a major problem that has plagued the school of the air ever since its inception. Until 1947 the only stations that carried the school programs were WHA, the origination point of all its broadcasts, and WLBL, the state department of agriculture radio station at Stevens Point. This made it impossible for the school's programs to reach the northern and other outlying portions of Wisconsin.

However, the new FM network is rapidly remedying this defect. In Delafield WHAD is now serving the southeastern section of Wisconsin, including the cities of Milwaukee, Racine and Kenosha; WHKW, near Chilton, brings the school of the air to the Fox River Valley and the lake shore cities of northeastern Wisconsin; the third new station, WHSF, began operation last fall and is now broadcasting to central and northern Wisconsin.

MORE TRANSMITTERS

In addition, the 1949 Wisconsin legislature authorized the erection of two more FM transmitters, and construction on these has already begun. WHWC will be near Eau Claire and will serve the west central portion of the state; WHLA will be at Holmen in La Crosse County and will connect the western boundary section of Wisconsin with the rest of the network.

The network also hopes to add two more transmitters in the near future. As soon as the state legislature appropriates additional funds, sites will be selected, and construction will begin. The new stations will be located in the western portion of the state, one in the far north and one in the far south.

Thus, the Wisconsin School of the Air carries on in its nineteenth year of providing children with the opportunity to be taught by experts in the fields of art, literature, music, nature, science and citizenship when ordinarily they would gain only the fundamental knowledge of the three R's.

As Director McCarty puts it, "The Wisconsin School of the Air is offering Wisconsin school children specialized instruction by qualified teachers which they could not possibly obtain under any conventional system of teaching. This use of radio is taking advantage of one of the greatest benefits that can come from radio."



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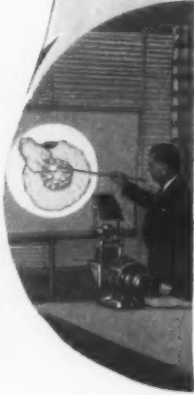
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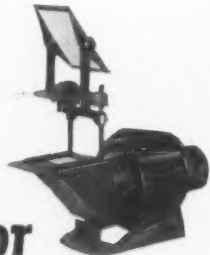
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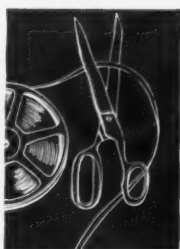


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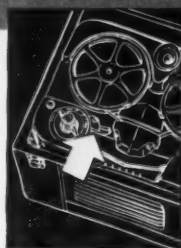
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ADMINISTRATIVE POLICIES

in regard to the school lunch

CREATING and maintaining conditions under which teachers may do their best work with minimum effort is one of the responsibilities of the public school administrator. He has the same obligation to school cafeteria personnel.

The immediate purpose of the school cafeteria is that of feeding large groups of children. The equipment available, the skill of the workers, and the knowledge and industry of those who do the planning are but a few of the factors responsible for the level of operation. At the base of all these must be a high level of administrative insight and understanding of the part the cafeteria may be made to play in the total educational program.

LAYOUT AND EQUIPMENT

To be an effective instrument for education, the cafeteria must be run efficiently. The administrator has many responsibilities here. He must make available both the necessary amount of space and the essential equipment, keeping in mind the different and changing requirements in each school.

In converting existing areas to cafeteria use and in planning facilities for new buildings, the administrator needs assistance. Specialists must be consulted concerning kitchen and cafeteria equipment and arrangements. Mass feeding is a highly specialized function, and few administrators have had adequate experience in planning in this field.

Before the school cafeteria can make a maximum contribution to the education program, it must be operated efficiently. Inefficiency breeds confusion and chaos; desirable attitudes and be-

DAVID S. JENKINS

Superintendent, Anne Arundel County
Annapolis, Md.

havior patterns develop more satisfactorily in orderliness and serenity.

Several years ago I was not particularly in favor of the school lunch program. One of the incidents that led me to form a favorable opinion of it happened at a rural consolidated school. A boy of 13 was brought before the principal on the charge of chasing another boy with a razor. When asked why he carried the razor, the boy replied, "Please, Mr. ———, you ought to know that I wouldn't hurt anybody with that thing, but I have to carry it. That's what I use to get my breakfast. My mother and father both work and leave home early in the morning. I get my breakfast and breakfast for my little brother and sister by picking up and peeling rutabagas as we pass through the field."

Here indeed was a whole family of children in need of a balanced diet. For lunch these children usually depended upon the neighbor's children. Sometimes they brought molasses sandwiches to school.

OBJECTIVES OF THE PROGRAM

Some would think these children have a health problem only. Just as important, however, are the difficulties involved in attempting to encourage children to make the most of their school experiences when hunger is gnawing at their stomachs.

The first objective of the school lunch program then is to satisfy the needs of hungry and growing children. The attainment of desirable educational objectives will be difficult unless this is accomplished.

The school lunch program may make many other contributions to the

school's educational program. Some of these are:

1. Every opportunity should be given children to use the cafeteria in the instructional program of the school. Considerations involved in the purchase of food, invoices, discounts, sales taxes, and food handling, preparation and preservation are but a few of the items that children should know about and understand.

2. A pleasant place to eat, time in which to enjoy one's food, and cleanliness of person and surroundings must inevitably lead to desirable attitudes and worth-while patterns of behavior. Planning to those ends is the responsibility of the administrator.

BEAUTIFYING THE ROOM

3. Children's activities should include those that will make the cafeteria both pleasant and attractive. For example:

The art class should provide posters, special menus, murals, screens and special holiday decorations.

The arts and crafts classes might furnish table decorations, place cards for special events, artificial flowers, and wall brackets.

The classes in ceramics could add the necessary pottery for table and room beautification.

4. The cafeteria might be used to provide additional social experiences for children.

First graders should be introduced to the complexities of the cafeteria before they are called upon to use it. Whether or not these children are to be provided "set-ups" must be determined. Proper seating and sitting positions are important. It must be remembered that these beginners are in an entirely new world.

As far as possible, children should be permitted to exercise choice during

*Adapted from an address given before the School Food Service Association's convention in Washington, D.C.



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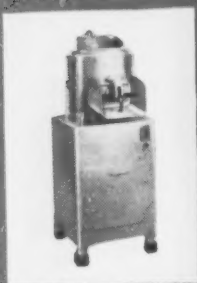


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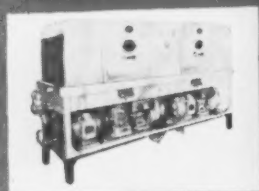
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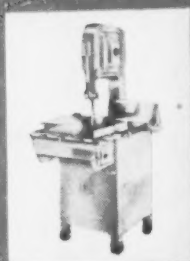
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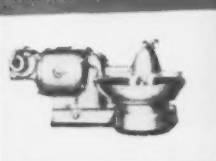
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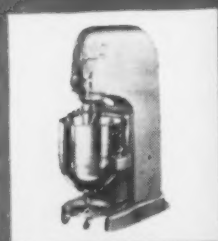
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the noon lunch. During every other period of the day their activities are regulated. Since the exercise of choice is important in democracy, during the noon hour children should be permitted to sit where they choose, with whom they please, and, as far as possible, they should be permitted a choice of foods. This does not mean that the cafeteria is not to be supervised, of course.

The cafeteria is neither a place for regimented quiet nor a place for hilarious ungentelemanly and unlady-like conduct. Administrators must work for a desirable normal situation. Acoustical treatment of ceilings and walls will help cut down the customary cafeteria noises.

While the cafeteria is not a classroom, it may provide opportunities for many valuable learning experiences. Waiting one's turn, being courteous, learning and exercising proper table manners, learning to carry on a desirable table conversation—these are but

a few of the challenges. Host-guest experiences may be provided, and youngsters may be given opportunities—in a corner of the cafeteria—to conduct a banquet type of activity with speakers and guests. The values to be derived from all of these are already in the minds of those who see in them opportunities to do some real teaching in almost real life situations. A teaching process is essential.

The cafeteria may provide a contribution to the building of spiritual values. Children should be brought to realize the importance of food to the daily life and to the preservation of health. They also may give thanks for their daily bread.

5. The administrator should provide for maximum student council control. In desirable situations opportunities are offered for discussions and evaluations of cafeteria behavior and conduct. Student choice of menus might be attempted. The study of nutrition and costs will be valuable. Graphs and

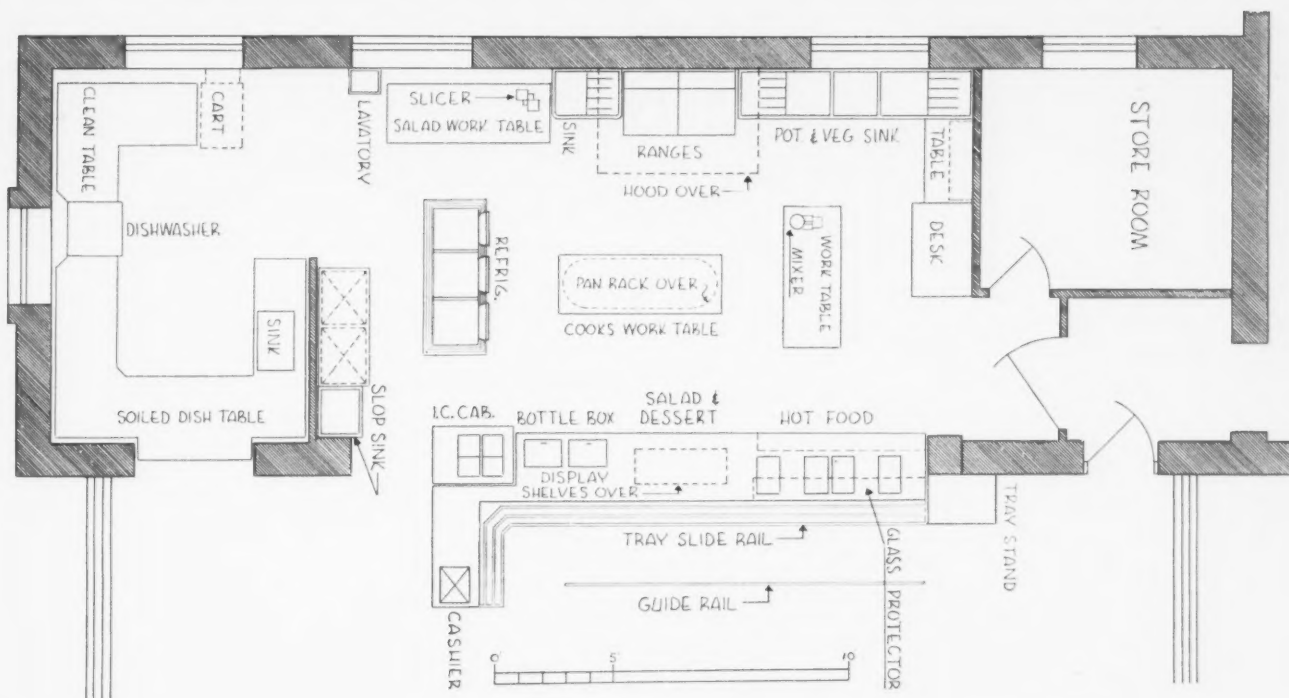
charts could be made from data close at hand.

Educators speak often of the necessity of giving a life-like quality to teaching situations. The cafeteria within the school offers a wealth of opportunity for realism. The cafeteria manager selected by the administration must be alive to the possibilities of her position and must find acceptance as a member of the school faculty.

DEMOCRATIC CONTROL

The administration should be aware of both its opportunities and its responsibilities in regard to the cafeteria. The administration must help both principals and teachers see their opportunities of making the cafeteria a place in which both attitudes and patterns of behavior may be developed and evaluated and in which the entire student body may be given an opportunity to exercise the kind of democratic control that is the direct outcome of some knowledge of group dynamics.

Kitchen Arrangement for Elementary School Lunchroom



THE lunchroom at Blackberry Lane Elementary School, University City, Mo., seats about 160. Twenty of the tables are only 27 inches high to accommodate the smaller children. Eight tables are of standard height. The

counter is equipped with an electric hot table and with a refrigeration unit to keep the milk cold. The cook's table could be slightly shorter than the one shown in this plan and could be set at right angles

to the range, says Wilma Mittelberg, director of the University City cafeteria department. The floor plan of the kitchen area shown above is from the office of William B. Ittner, Inc., architects and engineers, St. Louis.

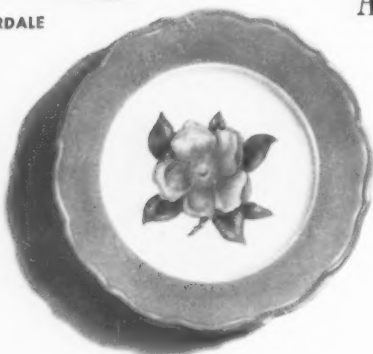
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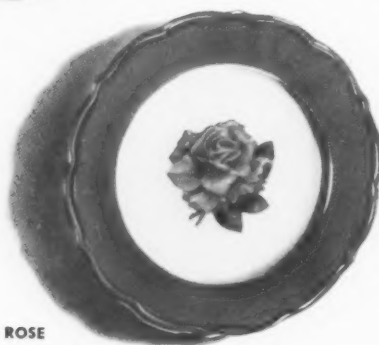
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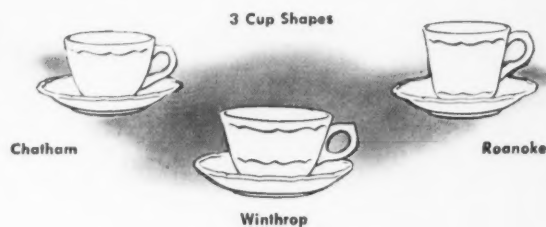
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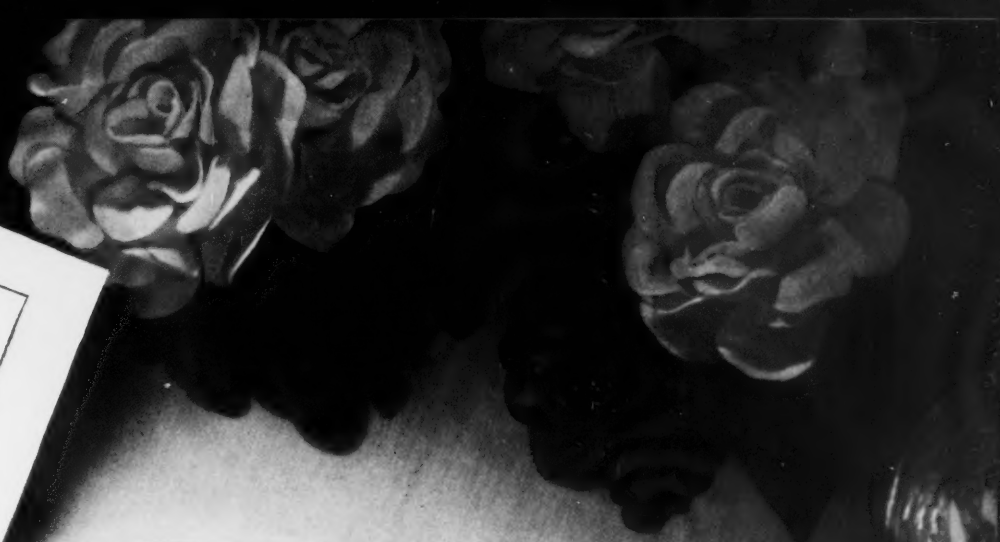
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Schools can benefit from **INDUSTRIAL KNOW-HOW**

HAD the design and construction of school buildings in the past received the same consideration as design and construction of industrial plants, school maintenance costs today would be considerably lower and money now spent for maintenance could be directed to other areas of school administration.

A majority of industrial leaders today would be appalled if the maintenance costs of their buildings ate up the same percentage of their operating budget as do the maintenance costs of school buildings. The time has come when school designers must borrow from the thinking of industrial engineering and designing.

INADEQUATE PLANNING EXPENSIVE

Much of the cost of school maintenance is the direct result of inadequate planning of schools in the blueprint stage. Where boards of education in past decades have selected plans because of their architectural beauty and low initial cost, industrialists have seen fit to combine engineering efficiency with architectural beauty to produce the finest plants in the world. Before accepting building plans, industrialists require the construction of a test model so that plant functions may be observed. They also require exhaustive tests of the building's fenestration and ventilation, things not ordinarily required by school boards in the selection of their buildings. Industry also demands a detailed check of maintenance costs per square foot of space before plans are finally approved.

Uppermost in the mind of the industrialist is building a plant to fit the job and thus make the plant a tool in the production of a commodity. Too often in the case of educators, the instructional job is made to fit the school.

The stature of an industrialist is, to a great degree, measured by his ability to produce at a low unit cost in face of strong competition. Competition always makes the industrial-

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Grand Rapids, Mich.

ist remain on his toes to take advantage of the newest methods. In the case of schools, tradition tends to keep the status quo.

It is evident that industrial engineering design has outstripped school design in the last 40 years, when buildings constructed in the same period are considered. For example, in recent years school designers have been emphasizing "bilateral lighting." Under a different name, this kind of lighting has been used in industry for 30 years.

There is not a portion of an industrial structure that is not designed for a specific purpose. Before a floor is laid, considerable thought is given to just what type of traffic it will bear. A floor that will have only foot traffic, for example, is designed and constructed differently from one that will have abrasive wheel traffic. Factory floors are constructed to withstand shock and to reduce leg strain of employees.

In many cases of school design and construction, however, a floor is a floor and is not treated for a special purpose. In some schools in which wood floors are used, termites have caused great damage, creating a heavy maintenance expense.

Industrial designers do not recommend "just any wall" in their plans. Climatic conditions are seriously considered; a wall used in a New England factory would hardly be used in a plant constructed in Texas. In most instances, schools differ in design here, too. A wall that is good enough for rainy climates too often has been considered good enough for dry climates, with little thought to the serviceability of the wall.

Industrial designers take more than a passing interest in roof design because they know that the specific job

a plant is performing dictates the type of roof to be constructed. Roofs designed to admit natural light often reduce maintenance costs greatly, but schools have not utilized such roofs to any great extent.

Factory roofs are designed with an eye not only to proper fenestration but also to proper circulation of air and ventilation. Problems of getting rid of smoke in many factories have been solved by roof designs coupled with a wall design that induces adequate air movement to solve the problem.

BORROW FROM INDUSTRY

In plumbing fixtures, schools in some areas have installed the large circular type of washfountains at which six or seven pupils can be served in approximately the same space that serves half that many now. Such installations require approximately the same amount of water usually used by one lavatory fixture. This type of washing device was originally designed for a specific industrial use. Many more industrial innovations might similarly be utilized.

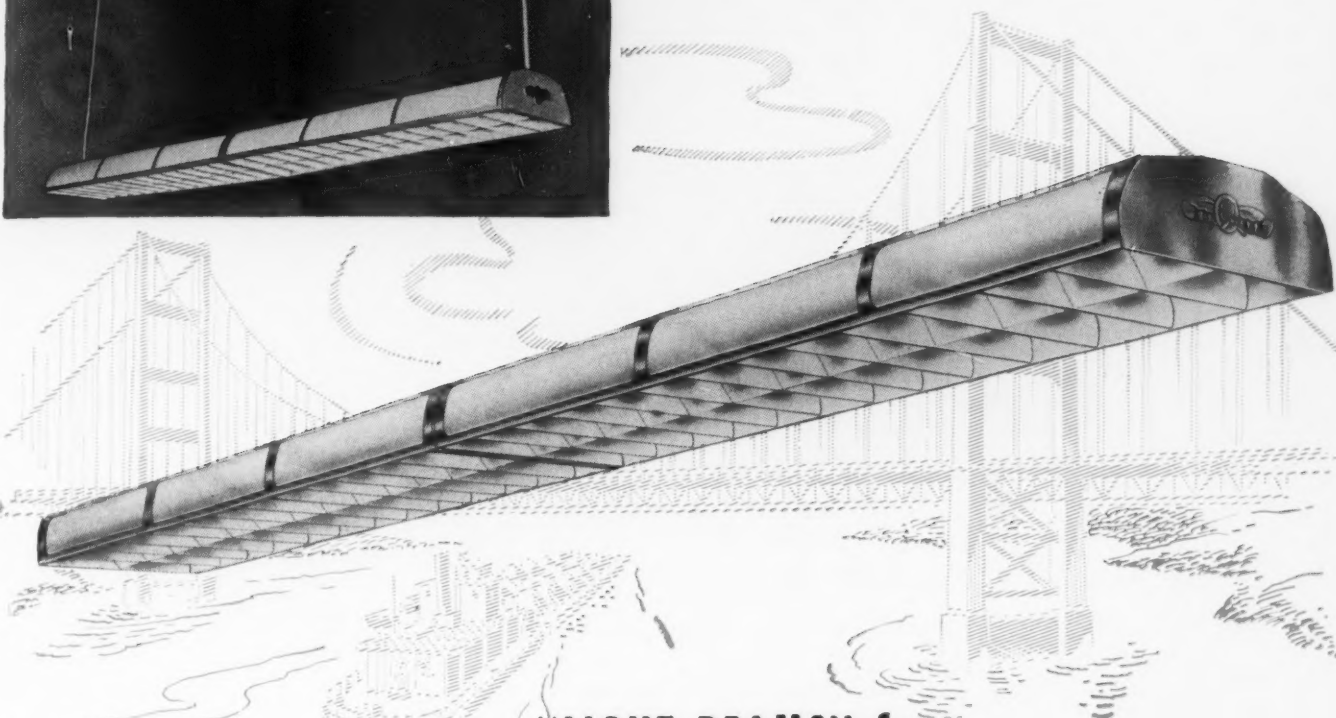
Insulation in school buildings should be studied more carefully. Most schools are insulated with just one type of material, one that will control temperature. Industries, too, use this type of material, but they also use types which resist settling and vibration and which have especially high sound absorptive factors. Proper selection of insulation material can greatly reduce future maintenance costs.

Forced air heating systems, usually among the cheapest obtainable, are the prevailing type in school architecture. In many instances, radiant or other types of heating plants could be more directly applicable. Industry, however, is cautious about heating plant installation and here again fits the material to the particular job to be performed.

To some extent, school designers have considered the advantageous use



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of paints, but not to the extent industrial designers have. In schools, light colors are used to give better lighting conditions just as they are in industrial buildings. The industrial designer, however, goes farther and selects paints for the type of use, wear, resistance, maintenance and purpose they are expected to serve. Whereas one type of paint has been used throughout a school building, many types are used in factories. Again it is selecting a material to perform a specific job.

Doors and hardware contribute greatly to maintenance costs in plants

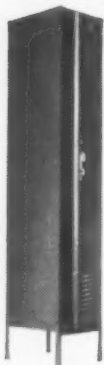
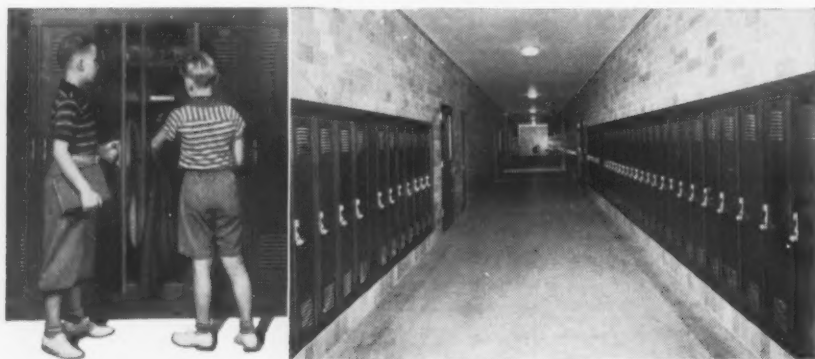
and schools alike, but the degree is greater in schools. Usually the same type of door has been used throughout a school building, with no intense thought as to what use it will serve. Industrial designers have a different type for different types of traffic.

Lighting in the older buildings, of course, can be improved with new fixtures and new paint jobs on walls and ceilings. Floor maintenance often can be reduced by treating the floors chemically.

The costs of replacing stained and rotted plaster often can be prevented

by coating exterior walls with transparent waterproofing material. Modernization of plumbing and heating equipment, of course, will lessen future maintenance bills, and the installation of noncorrosive flashing will eliminate to a great extent roof maintenance costs.

The improvement needed most, however, is the application of the experience of industrial engineering to the planning of school buildings, so that school architecture, like industrial designing, will be a concentration of thought to solve a specific problem.



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Watch These Hazards

Here is a list of electrical hazards that should be posted where it will serve as a reminder to the unwary employee.

1. Any stepdown transformer should be carefully isolated from all but qualified persons who know their way around such equipment.

2. All switches should be enclosed. Equipment of 550 volts is always hazardous, and 200 or even 110 volts can kill or injure a person who is in poor health.

3. Portable lights should have heavily insulated cords, and the moment a cord becomes worn it should be replaced. It is advisable to use sockets that are keyless, with an insulating enclosure and handle.

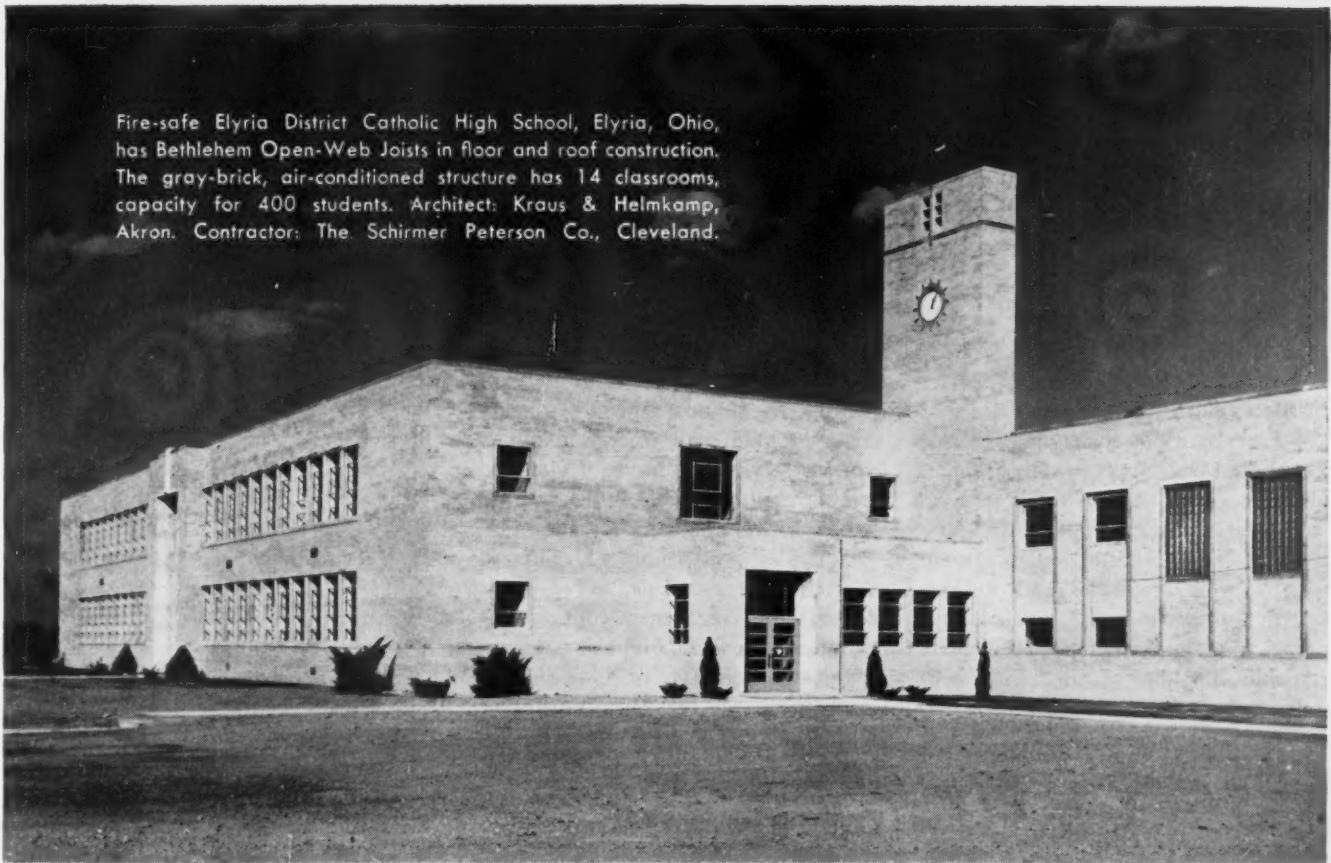
4. Motors, generators, transformers and switchboards should be enclosed or protected if they are within 8 feet of floor or working area.

5. Circuits of from 25 to 150 volts to ground should be permanently grounded, except two-wire direct current systems and circuits exposed to leakage or induction from higher voltages.

6. Motor, generator, transformer and switch frames and cases should be grounded if they are operating at more than 150 volts to ground; if they are exposed to inflammable gas or explosives, or if they are within reach of other exposed grounded surfaces.

7. Working space next to live parts, carrying more than 150 volts to ground, should be at least 30 inches; not more than 150 volts, 18 inches. Space between live parts (more than 150 volts) on one side and live or grounded parts on the other side should be 48 inches; not more than 150 volts, 30 inches.—ERNEST W. FAIR.

Fire-safe Elyria District Catholic High School, Elyria, Ohio, has Bethlehem Open-Web Joists in floor and roof construction. The gray-brick, air-conditioned structure has 14 classrooms, capacity for 400 students. Architect: Kraus & Helmkamp, Akron. Contractor: The Schirmer Peterson Co., Cleveland.



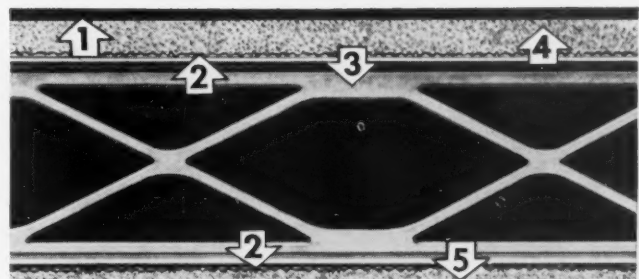
ALL New School Buildings Should Be FIRE-SAFE!

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Your architect will be pleased to answer your questions about the use of Bethlehem Open-Web Joists in schools. Or, for more detailed information, address your inquiry to us at Bethlehem, Pa.



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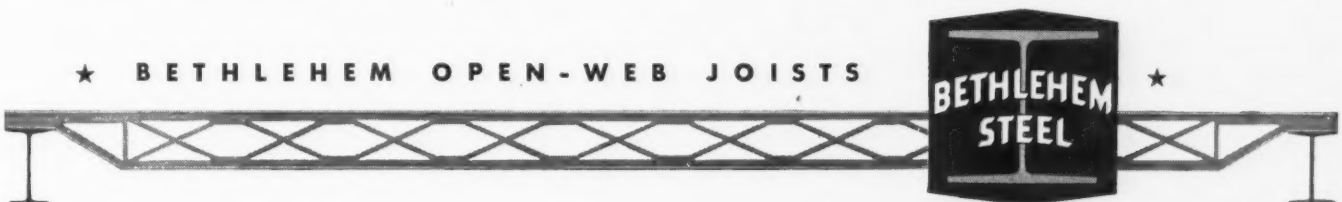
Cross-section of typical Bethlehem Joist installation. Concrete and plaster prevent spread of fire. Asphalt tile, linoleum or other finishes may be used over the concrete.

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INTERDEPENDENCE THEME OF N.S.S.I. CONVENTION

ADDRESSING the annual meeting of the National School Service Institute in Chicago, February 13 to 17, Earl Bunting, managing director of the National Association of Manufacturers, called upon all employers "to initiate and promote closer ties between industry and education in their own communities and to give active leadership and personal support to the maintenance of adequate educational facilities and the compensation of teachers on a basis which is consistent with their professional stature."

Mr. Bunting warned his audience that "the citadel of all that free men stand for will go by default" if American business does not give American educators all the help they need to make the American way of life understandable and attractive to the young people of America.

Interdependence was the theme of this thirty-third meeting of the N.S.S.I. Mr. Bunting's topic was the interdependence of business and government. Herold C. Hunt, general superintendent of Chicago public schools, described the interdependence of education and business.

NEW PROGRAMS TO EMERGE

"It is my belief," Dr. Hunt said, "that in the course of the next 50 years new educational programs and new educational patterns will emerge. If the workaday week at 24 hours is established, as technological advancements seem to indicate it will be, within the next 50 years we may expect girls and boys to be required by state regulations and statutes to remain in school until the age of 20.

"I look to see an elementary program, beginning at the age of three, that will meet the needs of girls and boys up through the kindergarten, first, second, third and fourth grades, probably housed in one type of school building particularly designed to serve children of that age.

"I think that children in the fifth grade through the ninth grade will

be served in a separate type of educational institution with a program of its own. Then a new type of secondary school program will emerge at public expense, serving the needs of girls and boys in the tenth, eleventh, twelfth, thirteenth and fourteenth grades. . . .

"What is now commonly referred to as the junior college, and in some states as the community college, will become a part of our regular program of public education, if for no other reason than that the advancements of technology will compel such an adjustment in our program. . . .

"We are going to think through this program of secondary education, which so far has failed to meet the needs of the average American girl and boy (as witness the fact that 50 per cent of those who enter the high schools as freshmen fail to graduate from high school as seniors). Compulsory attendance laws requiring attendance at school through the age of 20 will at the same time place a responsibility upon those of us concerned with public education to develop a program that becomes more meaningful and significant and of greater interest to them. . . .

"We will have to think of this boy and girl, this young man and young woman soon to be, in terms of their social and civic relationships, in terms of their interest as taxpayers and as voters and as citizens. . . .

"The American public has taken too much for granted in the contribution of American education, and I call upon you, charged as you are in that close relationship between business and education, to bring about a reawakened consciousness of that fundamental American principle. . . .

"Our responsibility and our interdependency as businessmen and educators finds a concern in a joint responsibility to bring about a new appreciation of the objectives of American education. It calls, of course, for a reappraisal and reevaluation. That can be done only if in our local communities we bring about an awareness of

what it is that the schools stand for, what it is they are trying to accomplish. . . .

"It is my belief, frankly stated, that in these next few years business and education must work together to bring about a promotion of common fundamentals in this whole relationship we are talking about, and there are many things we can agree to.

"We can agree surely that a larger proportion of our national income should be spent for education, but it should be done through local and state initiatives. We can, I believe, agree that in the years that lie ahead, greater concern must be given for the health of the children. We should have smaller classes. We should provide buildings to take care of this tremendous upsurge of school population already at our doors and coming in increasing numbers in the next five to seven years marking its peak in 1957. . . .

"I couldn't conclude on any note other than the concern for the supreme value of human personality, the worth and dignity of mankind, and so mankind must individually as well as collectively assume a rôle of responsibility for continuing those things that have brought greatness to the United States of America and which in large measure have been contributed to by our great system of American education."

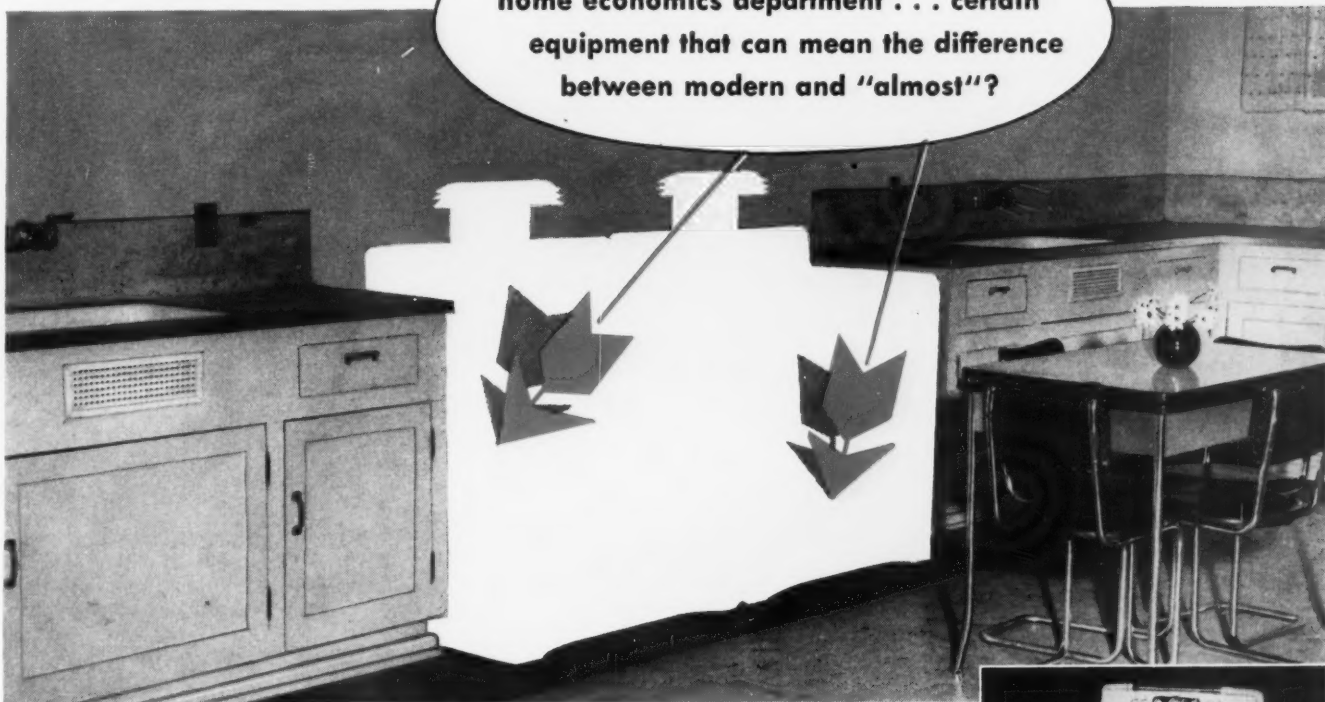
CLOSE RELATIONSHIP NECESSARY

In emphasizing the close relationship he believes should prevail between business and education, Mr. Bunting stated: "Among the key professions from which comes topflight leadership toward America's goals is one with which you are in closest contact. It is the educators of America. If they find that the businessmen they know are not making it their personal business to provide proper facilities for the educational job ahead of us and rates of compensation which will attract to the teaching profession outstanding young men and women who will be honored in their task of providing the enlightened leaders of tomorrow—honestly, if you were in their shoes, could you make an all-out effort to generate enthusiasm for freedom of enterprise?"

A better model of education for 1950 was urged by Joe A. Chandler, executive secretary of the Washington Education Association and president of the national group of state association executive secretaries. Developing

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the thesis that in education, as in business, you get just what you pay for, he declared that better support of public schools pays dividends in three ways: to business, to the teaching profession, and to the children of the nation.

Forty states now have some kind of school board association, the convention was told by Edward M. Tuttle, executive secretary of the National School Boards Association, Inc. The strongest organization, in personnel and in finance, is in Illinois. Its membership represents some 900 school

boards. Other strong organizations, he said, are in New York, Pennsylvania, Louisiana, California and Washington. Smaller groups are developing active programs in several other states.

The idea of a national association of school boards first gained national prominence in 1940, but its organization was delayed by the war, he said. The plan was revived in 1945, and the national group has met annually since that time in connection with the A.A.S.A. meeting.

No business could survive on such a meager investment in its future as

this nation is now making in education, said Mr. Tuttle. He quoted statistics indicating that the national income in this nation was \$247,000,000,000, of which \$4,600,000,000 is spent for education. This, he said, is only 1.9 per cent, a very small amount for a nation to invest in its future.

"We feel that this year's exhibits of manufacturers and distributors of school supplies and equipment in many respects surpasses exhibits of every convention of this institute since 1916," said L. E. Parmenter, executive manager. As evidence of the progress that is being made in mechanical appointments of the classroom, Mr. Parmenter pointed to samples of improved plastic desk tops, new types of school furniture, multipurpose classroom substitutes for the old-fashioned slate blackboards, and new kinds of home economics equipment.

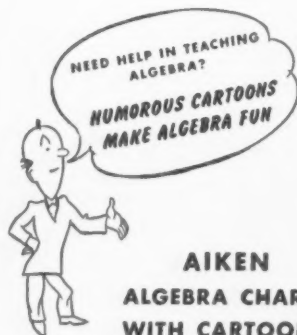
Throughout the exhibits of equipment, he said, are numerous demonstrations and displays of marked advances in audio-visual equipment. New posture adaptations in school furniture as exhibited will do much to relieve physical strain of young children. Advanced duplicating processes emphasize the picture method and open up added avenues to learning and to teaching.

"Schoolroom furniture, for many years furnished in the conventional schoolroom brown, takes on new hues to harmonize with newer trends in schoolroom colors," Mr. Parmenter pointed out. "Supplies made of plastic are bright with color, and there is general coordination of color combinations in all things.

"The entire aim of these newer developments is to make all of the tools of teaching and learning educationally functional. They encourage study and help materially in adjusting the child to schoolroom conditions which will build up the health of boys and girls," said Mr. Parmenter. "Added to all of this is the unique fact that each will save time and money for schools."

A resolution on advertising contributions passed by the convention said:

"The members of N.S.S.I. are constantly solicited in the name of advertising to donate tickets to, or to be the sponsors of, localized projects, and to purchase advertising space in school or community programs, bulletins, yearbooks and other publications of minor and temporary circulation. The purchase of such space [is] neither advertising nor business investment



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- 9 Multiplication and Division of Signed Numbers
- 10 Equations

- 11 What is Meant by the Root of an Equation
- 12 Solving Equations—The Law of Addition
- 13 Solving Equations—The Law of Subtraction
- 14 Solving Equations—The Law of Multiplication
- 15 Solving Equations—The Law of Division
- 16 Solving Equations by the Use of Two or More Laws
- 17 How to Solve Equations with Fractions
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Internationally Specified Internationally Approved

but strictly a cash donation. There [is] an ever-increasing effort to sell exhibit space to finance conventions of special groups within the state, regional and national educational organizations, with such special meetings being so restricted by time, attendance, attention and multiplicity that exhibiting at all or even part of them is physically impossible and financially prohibitive.

"N.S.S.I. members, before participation, will carefully weigh the business merits of any special plea in advertising's name so that compliance with any form of such advertising may not

be contributory either to disrespect for business ethics or to the economic contagion of something-for-nothing."

The institute paid special honor to Frank Bruce, a co-founder of the organization. Mr. Bruce retired from office this year after having served as secretary of the N.S.S.I. since its organization in 1916. The group named him secretary-emeritus and made him an honorary life member.

New president of the N.S.S.I. is H. F. Robinson of the American Seating Company, San Francisco.

Micro-Filming Records

THROUGH a micro-filming process, about 3,000,000 retired records of the Cincinnati public schools, currently housed in more than a hundred filing cabinets, boxes and other places, will be transferred to approximately 400 rolls of film that can be stored in the space occupied by one average six-drawer filing cabinet.

Equipment, a camera and three readers, cost \$5109. This, Cincinnati school officials say, is almost \$4000 less than the cost of modern filing equipment to house these retired records. One reader is in the central offices of the board of education, one in the office of the school census, and the third in the clerk-treasurer's office.

The film meets National Bureau of Standards specifications, may be stored under ordinary conditions, and will last indefinitely. It is indexed in the same manner as the original records were indexed.

Other records of the office of the school census that will be filmed are birth records for more than 10 years copied from original birth certificates in the bureau of vital statistics and the permanent census cards maintained for all pupils in the Cincinnati school district since 1940.

Some 300,000 psychological case histories, accounting records from the office of the clerk-treasurer, and personnel and business department records also will be filmed.

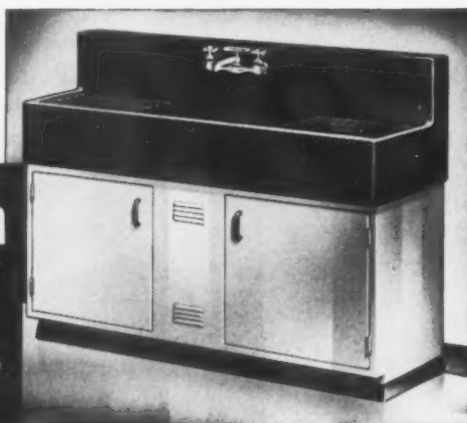
The Cincinnati schools' camera will film any material up to 14 inches wide by any length at a reduction of 1/24th of original size. One roll of film contains 6000 pictures of letter sized copy, or more than 20,000 4 by 6 inch cards.

After the pictures have been taken, the film is placed in a developing machine which automatically develops a roll of film in one hour. It then is placed on the reader for checking and indexing and finally is stored in the office to which the records belong.

When office workers wish to check material and to examine records, they can throw upon the glass screen of the reader the picture of the material in its original size. The reader is operated electrically; the person using it merely pushes a button to speed the film in either direction. The machine also is equipped to prepare a full sized photoprint of any individual item on the film in less than 10 minutes.

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Available Now
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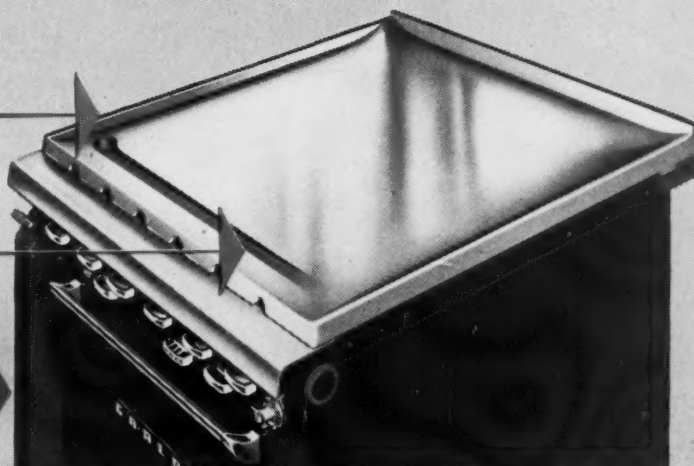
5028 SOUTH CENTER STREET • ADRIAN, MICHIGAN

New! An Even Greater Fry Top Range by **GARLAND** *the Leader*

**New Higher Edges
reduce spill-overs!**

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for easier drainage!**

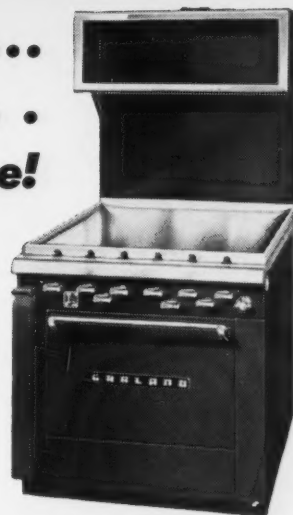
**New Grease Container
for greater convenience!**



THREE Outstanding New Features... PLUS bigger frying capacity . . . It's the NEW Garland Fry Top Range!

New higher edges provide greater depth for griddle and reduce spill-overs! *New wide drain channel* extends across the front. The griddle surface slopes slightly toward the channel for better drainage. *New construction* gives you greater frying area, greater frying capacity! *New, big capacity grease container*, for added convenience, fits on front of range. Readily accessible, it lifts off easily for quick emptying of grease.

Again Garland—the leader—with all these important new improvements, moves still farther ahead in value! Before you buy, it pays to see your Garland dealer! See Garland and compare!



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All Garland units are available in stainless steel and equipped for use with manufactured, natural or L-P gases.



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**FOR ALL
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Nebraska School Boards Association Favors State Aid, Opposes Federal Aid to Schools

THE Nebraska State School Boards Association at its annual meeting February 7 and 8 in Grand Island opposed "all new forms of additional federal aid to education except in areas disturbed by military installations" and advocated "a concentrated effort to focus the attention and action of our state legislature on the financial needs of Nebraska schools in an effort to keep the federal government from forcing its way into the schoolrooms of

Nebraska to solve our problems for us."

The points of view of farmers, workers, taxpayers and educators were expressed at panel discussions during the meeting. The farm group told the school boards that reduced farm incomes are causing farmers to consider favorably the idea of placing a tax limit on property levies for schools. At present each school district may levy as much as it wishes for the

operation of schools; a few districts levy as much as 70 mills. Farmers think that the maximum limit should be 16 or 18 mills.

Farm groups are united in favoring a broadened tax base, they said, but they want the Nebraska school problems to be solved in Nebraska. They are opposed to federal aid. Along with the tax limitation on property, the farmers told the group that they would favor a sales tax and/or an income tax as a replacement tax.

The organized labor groups said they favor elimination of inequalities in property valuations, want better schools and better salaries for teachers, but are opposed to a sales tax.

Members of taxpayers' groups emphasized the importance of reorganization and the need for better assessment of real estate.

The educators presented their point of view in the last panel Wednesday afternoon. Barton Kline of Beatrice asked for a better retirement system. Harry Burke, superintendent, Omaha, and Lloyd McCann, superintendent, Wauneta, requested state aid for schools.

OFFICERS ELECTED

Officers of the association for 1950-51 are: president, R. C. Brown, Holdrege; vice president, Clarence Kirkland, Omaha; executive secretary, Frank Gorman, Omaha; treasurer and assistant secretary, Mrs. Florence Mueller, Omaha; director, Dan Snyder, Roseland, and advisory council director, Jesse Shedd, Gering. Past president is Lucian Fuhmeister, Fremont.

In addition to its resolution on federal aid, the association favored state support "to economically organized administrative school districts to relieve the excessively high property tax burden and to guarantee the basic essential educational opportunities for all Nebraska boys and girls."

It advocated "a study by the legislature of the feasibility of providing for county boards of education which will act as policy-making boards for the county superintendent's office and which will have as a primary purpose the appointment of the county superintendents" and "of the feasibility of providing a state board of education which shall act as a policy-making board and have as a major purpose the appointment of a state superintendent."—Information supplied by Earl W. Wiltse, superintendent, Grand Island, Neb.



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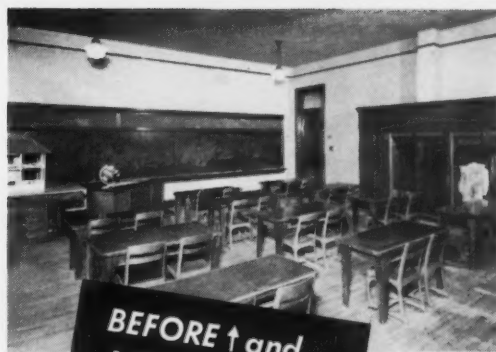
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BEFORE ↑ and ...
AFTER installation
of Sylvania Fluorescent
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See how new Sylvania fixtures improve class-room lighting for Maumee, Ohio School

The above two photographs were taken in the same school room, from almost the same spot ... before and after the addition of new desks and Sylvania Fluorescent Lamps and Fixtures.

What a dramatic difference those new Sylvania lights make! Note, in the larger picture, how they carry ample intensity to all parts of the room. Observe the absence of glare ... and the low surface brightness for

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Why not put this modern light in all your classrooms? Sylvania Fluorescent lamps and fixtures are available to meet every requirement. Quickly installed ... at prices lower than you may imagine. Ask your builder for detailed information.

Meantime, mail the coupon for valuable booklet: "Does Your School Play Fair with Youngsters' Eyes?"

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CEILING

...in which large-area low-brightness illumination is integrated with acoustical control

WAKEFIELD BRASS COMPANY is pleased to inform the architectural profession of the availability this summer of luminous-acoustical ceilings for improved seeing and hearing in classrooms, drafting rooms, offices and other areas devoted to critical visual tasks.

GENERAL DESCRIPTION

The Wakefield Ceiling* may be described briefly as consisting of Slimline fluorescent lamps suspended from the structural ceiling slab, supported below which at a distance of about 18 inches are thin translucent corrugated plastic sheets. Suspended below the plastic sheets are perforated acoustical baffles, trapezoidal in cross section and filled with sound absorbing material.

ADVANTAGES

The integration of large-area low-brightness illumination with acoustical control offers advantages which are immediately apparent. When wall materials, colors and furniture are coordinated, The Wakefield Ceiling insures a room with low brightness ratios, excellent light diffusion and efficient sound absorption. The architectural result is quiet and discreet. Concealment of pipes and ducts is accompanied by ready availability for maintenance.

The simplicity of hanger rod and T-bar chassis arrangement insures efficient ceiling attachment and economical installation. The lamps in a single installation may be controlled in various combinations to provide different levels of working illumination.

PARTIAL CEILING AREAS

Where room design or economics makes it desirable, individual luminous-acoustical panels may be installed. In one such experimental installation, 18 per cent of luminous ceiling area provided 42 footcandles below the luminous panel and 40 footcandles at the walls. Without cleaning for one year, these panels showed 25 per cent depreciation. After cleaning, the illumination was restored to within a few per cent of the original values. The cross section of the structural sides of these partial illumination areas is essentially the same as the trapezoidal acoustical baffle in

the totally luminous ceiling, thus assuring a substantial degree of acoustical control.

HISTORY

The Wakefield Ceiling has been under development by The F. W. Wakefield Brass Company, Vermilion, Ohio, since 1944. It is the logical extension of a continuing effort to provide high quality lighting through luminous indirect equipment first achieved in the Wakefield COMMODORE (incandescent) in 1935 and then in the Wakefield STAR (fluorescent) in 1945.

Almost simultaneously with the Vermilion studies other studies were under way by C. M. F. Peterson, Parry Moon and H. L. Beckwith. Their large-area lighting installation was first made in Massachusetts Institute of Technology in 1947. Documentation of their work has appeared in several journals recognized by the architectural, engineering and other professions.†

Since the principals in these parallel developments—the Wakefield group on the one hand and the three M.I.T. engineers on the other—were favorably known to each other, it was natural that the professional abilities of the latter should be merged with the engineering and production abilities of the former.

Out of this has come The Wakefield Luminous-Acoustical Ceiling, which will be distributed from Vermilion, Ohio, beginning this summer. Meanwhile consultation at a professional level is immediately available to architects and engineers interested in learning the full story of this significant contribution to a better seeing-hearing environment. All inquiries will be accorded prompt attention by The F. W. Wakefield Brass Company, Vermilion, Ohio.

†ILLUMINATING ENGINEERING, Vol. XLIV, No. 4, April, 1949, "The New Approach to Room Lighting," by Parry Moon.

ARCHITECTURAL RECORD, June, 1949, "Glare Free Lighting Methods," studied by M.I.T., by H. L. Beckwith, C. M. F. Peterson and Parry Moon.

THE SIGHT SAVING REVIEW, National Society for Prevention of Blindness, "School Lighting Studies," by C. M. F. Peterson, Parry Moon, H. L. Beckwith, Pages 216-219.

ELECTRICAL ENGINEERING, July, 1949, "Modern Trends in Room Lighting," by H. L. Beckwith, C. M. F. Peterson and Parry Moon.



NEWS IN REVIEW

Doubt Federal Aid Bill Will Be Passed by This Congress . . . N.E.A. Continues to Investigate Oglesby Situation . . . President States Opposition to Federal Control of Schools . . . 2000 Secondary-School Principals Attend Convention

Religious Controversy May Kill Federal Aid

WASHINGTON, D.C.—If any federal bill providing general aid to schools is passed by this Congress, it definitely will not include funds to nonpublic schools for bus transportation. Defeat of the Kennedy amendment, plus a rejection of the new Barden bill, makes it increasingly probable that no federal school aid bill will pass in this Congress.

This idea was emphasized when the House committee on education and labor rejected federal aid to parochial and private schools 16 to 9 in a test on the issue March 7. The rejected amendment proposed that federal money should be used to help pay for bus service for pupils in private and parochial schools in states that do not permit use of public funds for that purpose. A few days previously, the committee had rejected the revised Barden bill, which would have limited federal aid specifically to tax supported public schools.

On March 8 the committee rejected, 21 to 3, an amendment by Rep. Jacobs (D.-Ind.) that specified federal aid for "public" tax supported schools only. Then, by the same vote, it turned down an even more definite restriction proposed by Rep. Barden (D.-N.C.).

There is some question now whether the measure will even get out of committee. Rep. Kennedy (D.-Mass.), author of the transportation amendment, said: "This definitely means that some of us are not going to be so strong for the bill. So far as I am concerned, I won't vote for the bill."

The committee is rewriting a Senate passed measure to provide \$300,000,000 in federal money to help states finance their schools. Since the Senate measure says nothing about restrictions, or lack of them, on the use of the money for private and parochial schools, the states

could use the money according to their own rules.

Rep. Kennedy had proposed that the commissioner of education withhold the portion of federal money that otherwise would be used for transportation costs for public or parochial schools in the case of states that forbid use of public funds for other than tax supported schools. Then the commissioner would pay the money, instead, directly to the contractor giving the bus service.

The contention of those favoring transportation aid to nonpublic schools is that since all children of school age are counted in computing a state's share of the funds, parochial schools are entitled to a share.

Their opponents' arguments have been based on the theory of separation of church and state and on the contention that attendance at nonpublic schools is a matter of parents' choice for which the public has no financial responsibility.

As hope fades for federal aid to schools for operating expenses, there is much talk of concentrated effort to get a school construction bill through this session of Congress. Capitol sources say that President Truman would sign such a bill in the event general federal aid is not voted.

Fund-Raising Drive Helps Jefferson College

NATCHEZ, MISS.—Officials of Jefferson Military College announced that the institution will open in September with a capacity enrollment. The college received national publicity last fall for rejecting a \$50,000,000 endowment gift because the donor, George Armstrong, oil operator, insisted that Jefferson Military College must teach white supremacy. Trustees of the college, who rejected the gift under such conditions, reported that a fund-raising drive put the college back on its feet.

Four Leave Oglesby; N.E.A. Investigation Continues

OGLESBY, ILL. — Supt. Wayne C. Butler and three members of the present teaching staff will not return next year. This town was the scene of the mob intimidation of the school board last September 6, reported in the November 1949 and January 1950 issues of *The Nation's Schools*.

Supt. Butler, whose first impulse was to accept another appointment following the incident, decided to fill out his contract for the school year so that he might be of assistance to the N.E.A. committee now investigating the affair, he has declared.

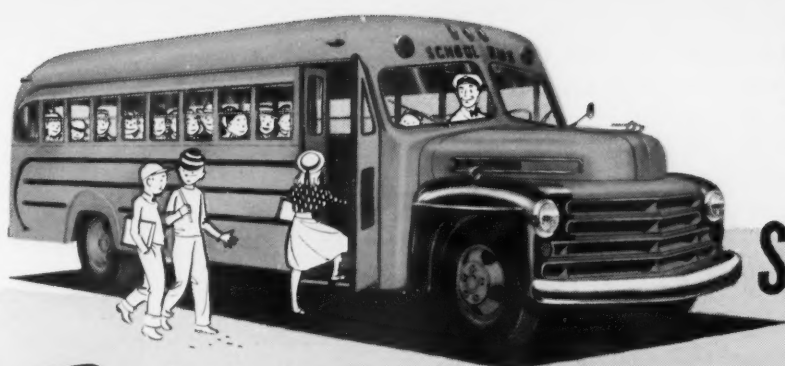
The three teachers were in a group of five who had been requested by the board to signify by February 16 whether they planned to continue teaching in the local schools. They had responded "am uncertain" to a questionnaire sent out by Supt. Butler at the board's request.

Upon instructing the superintendent to send another questionnaire to the five, this time designating "Yes" or "No," President James Scalarini explained, "We don't want any teacher to have the impression that we are trying to put the pressure on." The board then officially acted to enter into contracts with the teachers who indicated they would return next year and also again the following week when two of those previously "uncertain" elected to return.

Those leaving are Charles Kincheloe, principal at the Washington School; Bonnie Osborn, home economics teacher, and Charles Wolff, band instructor.

At its February 16 meeting, W. L. Collins, Peoria, a teacher at Bradley University, met the board informally. He was to submit a written application for the superintendency.

The investigation being conducted at Oglesby by a special committee of the



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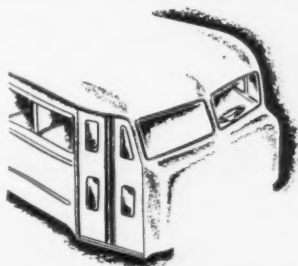
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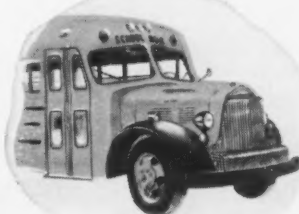
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NEWS...

N.E.A.'s Defense Commission was requested by the Illinois Education Association, the Illinois Association of School Boards, the Illinois Association of School Administrators, and the Illinois Association of Elementary School Principals.

In an open letter published in the local *Daily News-Tribune*, Dr. Harold C. Hand, chairman of the special committee and professor of education at the University of Illinois, explained to Oglesby citizens why the committee is coming and what it will do in the Illinois town.

He assured them of a "completely unbiased, completely impartial, and completely fair investigation." He said, "This special committee has not in any way prejudged the situation. It will not be coming to your city to 'white-wash' or to 'damn' anybody, or to 'prove' that anybody was right or wrong. Instead, it will come to Oglesby with an open mind, gather all the pertinent facts, and apply the established principles of democratic education to what it thus finds out."

The findings will be studied by the full membership of the N.E.A. Defense Commission, which will make constructive recommendations.

President States Opposition to Federal Control of Schools

WASHINGTON, D.C.—President Truman has assured the House committee on education and labor, in response to a resolution adopted by the committee and sent to him, that he is opposed to federal control of schools.

In a letter sent to the committee the President said: "The resolution you have transmitted to me proceeds, however, by a process of reasoning which I do not follow, to relate this principle of freedom from control to the position of the Office of Education in the Federal Security Agency. If there is to be no federal control in any case, I fail to see how any federal control can grow out of any possible relationship between these two offices. . . .

"The relationship between these offices and agencies is of importance in increasing efficiency and effecting economies in the operation of the federal government. In my recommendations for the organization and reorganization of the federal government, I shall continue to be guided by these principles of greater efficiency and economy. . . .

"The task before the committee on education and labor is to consider the

need for federal assistance to the schools and the ways of meeting it and then to devise a program which will, among other things, prevent all federal officers who may have anything to do with its administration from exercising a control over matters which, we are all agreed, should be left to the states.

"The commissioner of education, the federal security administrator, or other officers of the government cannot and will not do more than to exercise the functions and carry out the duties imposed by law on the executive branch. This will be true in the case of federal aid to education, if such aid is authorized, as it is in all other matters."

The resolution read:

"Whereas the committee on education and labor of the House of Representatives in no way wants to report legislation that might lead to federal control of the schools of America; and

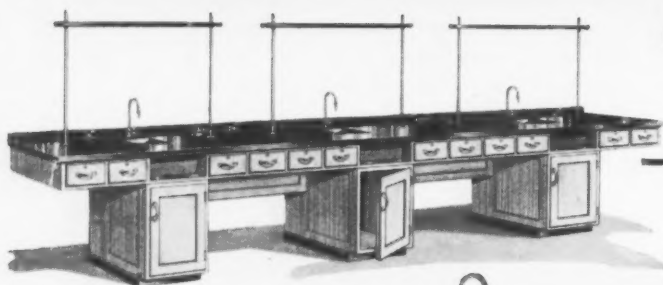
"Whereas the United States Office of Education is a department within the Federal Security Agency and this committee has had no assurance from the President that the commissioner of education will have, by presidential authorization, sole jurisdiction over the administration and conduct of all provisions of any act on education that might be reported out of committee without interference from the administrator of the Federal Security Agency or any of his appointed assistants; and

"Whereas this committee requests this assurance in all good faith and sincerity so that in no manner in the years to come could their consideration of federal aid to education be construed to mean that they supported legislation that might lead to federal control of the schools of America; therefore be it

"Resolved, That the committee on education and labor of the House of Representatives will not report any bills pertaining to federal aid to the public schools of America until the President of the United States submits a statement to said committee clarifying the authority and redefining the duties of the United States commissioner of education with regard to all functions of the administration of school laws—and that he inform the federal security administrator of this clarification."

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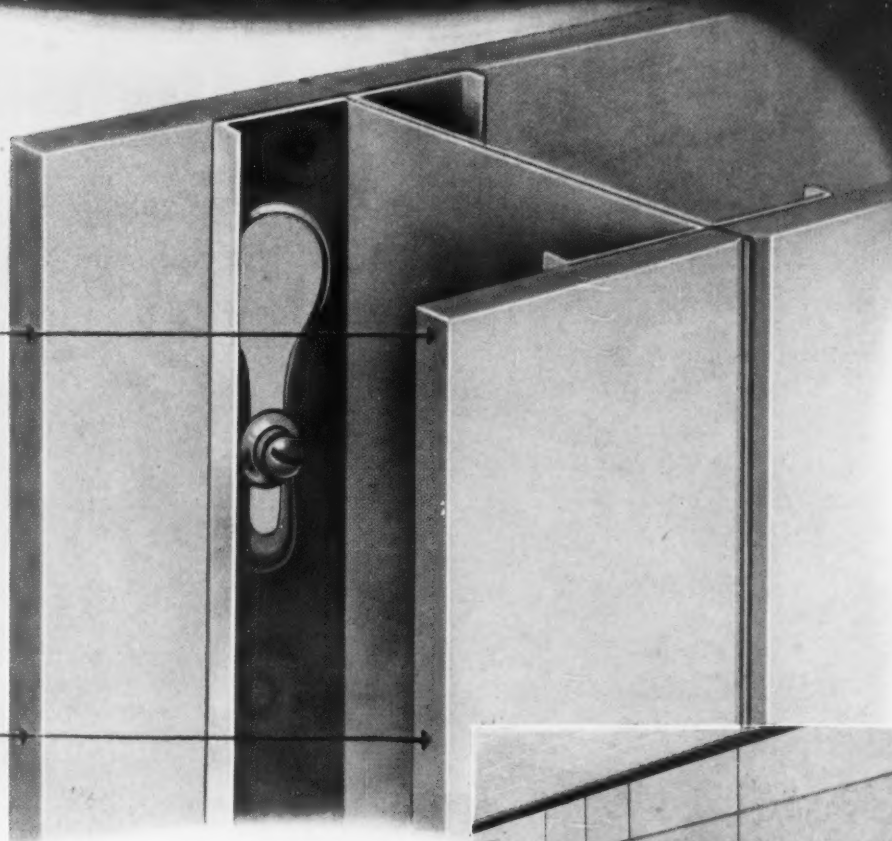
NEW YORK.—A new 1950 compilation of more than 1000 new products and services has been published by the *New York Journal of Commerce*.

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Cutaway of typical J-M Movable Wall construction. The 7/16"-thick asbestos panels, on patented steel studding, are available in a light green and light tan. NOTE HOW THE COLOR GOES ALL THE WAY THROUGH EACH PANEL!



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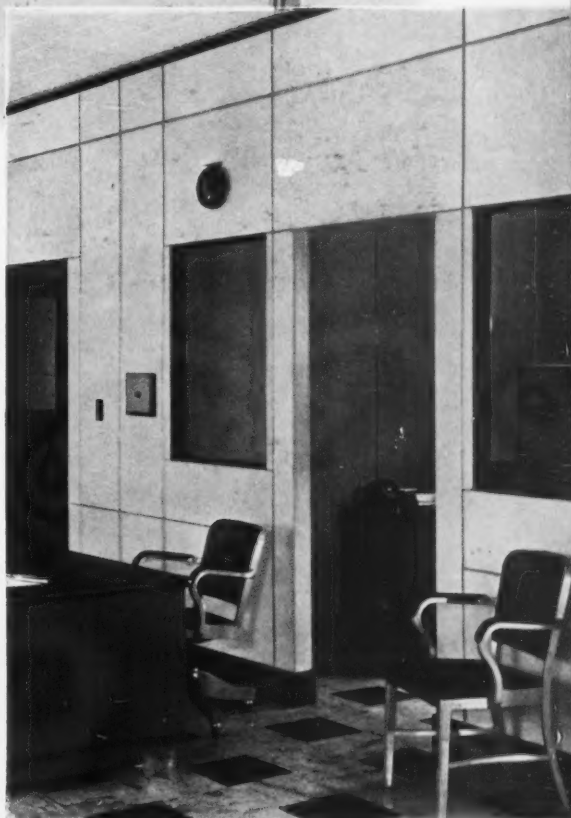
As a result, these beautifully-textured, fireproof panels now come pre-colored.

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each panel, so that it will never wear off. Your walls will have that "first-day newness" *every day* for years and years to come!

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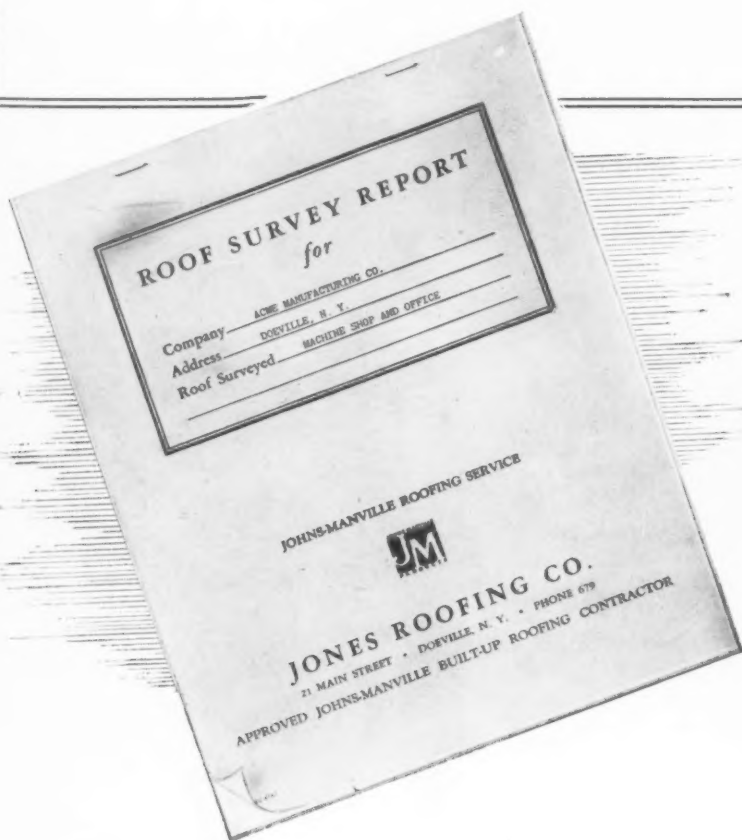
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MOVABLE WALLS with asbestos panels colored all the way through



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NEWS...

"Better Schools Through Better Leadership" Theme of Secondary-School Principals' Meeting

KANSAS CITY, MO.—More than 2000 principals attended the thirty-fourth annual convention of the National Association of Secondary-School Principals here February 18 to 22. Theme of the meeting was "Better Schools Through Better Leadership."

Hugh S. Bonar, superintendent of the Joliet Township High School and Junior College, Joliet, Ill., said two

major trends in the junior college program are "to provide the first two years of college work to be transferred and accredited in a regular four-year college" and "to offer short-term courses of one year and two years and many adult short courses of six to 10 weeks for subprofessional supporting personnel in industry, in business and in the professions."

"The question of tuition-free public junior colleges is one that is receiving attention by communities and states that desire to apply the principle of greatest possible extension of educational opportunity to those who can profit most," Mr. Bonar reported. "This will involve scholarships, tuition and possibly subsistence aid from the district in which the college student resides if he must travel to the nearest junior college for this post high school education."

Lloyd N. Morrisett, professor of education at the University of California at Los Angeles, suggested:

"In order to reduce the administrative problems of the small high schools, the most promising method is to take those problems to the people and to encourage and to give leadership on a continuing basis to lay participation in the making of educational policy."

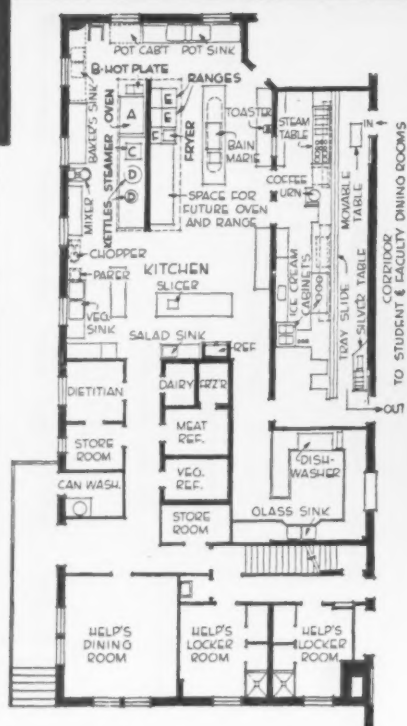
He listed the major administrative problems of small high schools as "(1) small and often impoverished school districts; (2) local pride, sentiment and traditions; (3) lack of proper and adequate financial support; (4) meager, and frequently traditional, threadbare curricular offerings; (5) lack of adequate educational services; (6) personnel problems, such as rapid turnover, poorly prepared and often inexperienced teachers and administrators, and, as often as not, little or no clerical help; (7) poor, inadequate school plants, and (8) lack of sufficient expert supervisory service, particularly at the administrative level."

Thomas H. Briggs, emeritus professor, Teachers College, Columbia, asserted: "There is no closed season on high schools; . . . if critics were required to pay even reasonable fees for licenses, the returns would go far toward paying the national debt. From the earliest days of high schools laymen have felt free to let loose blasts of criticism, usually in protest against costs, the justification of which they do not understand, and nearly always in ignorance of the improvements in secondary education from decade to decade."

J. Edgar Stonecipher, director of secondary education, Des Moines, Iowa, listed five promising administrative practices. Administrators have, he said, "1. Accepted and used the cooperative approach to solving the problems which stand in the way of better education."

"2. Made many changes that prove their loyal adherence to the concept of

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NEWS...

education which places 'personal growth' of children in a high rank in their scale of values.

"3. Demonstrated that they are expecting American education to change as American life changes.

"4. Encouraged education to move outside the sterility of words into real experiences that have personal meaning to the youth.

"5. Begun to make some provisions for adults, young and old, who either would not or could not gain a high

school diploma to move toward the title 'high school graduate' which in these days opens many doors that are closed to those who do not possess it."

The functions of the modern junior high school, said Harl R. Douglass, director, college of education, University of Colorado, are little different from the functions of education in general.

He listed these functions as: (1) Integration. "We must feel that we are alike to a great extent and that we belong." (2) Differentiation. "It is im-

portant that we can identify and develop special talents. It is also important that we capitalize individual interests." (3) Exploration. Especially at the junior high school age young people are exploring themselves and the world. (4) Guidance. (5) Socialization. "Socialization means developing the growth of young people which will enable them not only to work together but, more, to enjoy other human beings." (6) Articulation. "There was a time when perhaps the most important function of the junior high school was economic and effective transition from elementary school to secondary school. While perhaps less relatively important today, articulation is nevertheless a very important and a somewhat unique function for the junior high school."

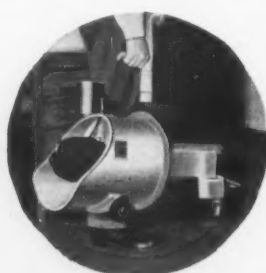
Among the other speakers were President James B. Conant of Harvard, who discussed "What Is Science?" and Roy E. Larsen, chairman of the National Citizens Commission for the Public Schools, who discussed "The Citizen's Role in Secondary Education."



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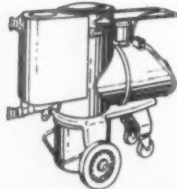
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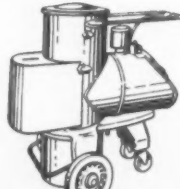
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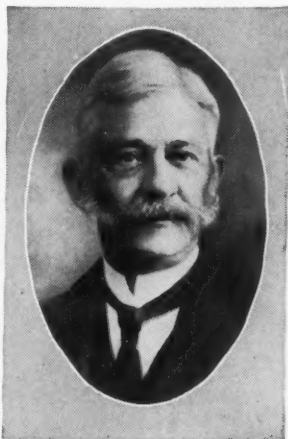
WASHINGTON, D.C.—The leadership job of community school superintendents will be emphasized in Southwest, Midwest and Pacific Northwest regional conferences to be held this spring.

The conferences will be sponsored jointly by the American Association of School Administrators, the National Council of Chief State School Officers, the N.E.A. Department of Rural Education, and educational organizations and institutions in the states included in these regions.

The Southwest regional conference, which will be held in Fort Worth, Tex., March 19 to 21, will include administrators from Louisiana, Arkansas, Oklahoma, New Mexico, Arizona and Texas. General program chairman is S. B. Culpepper, superintendent at Hooks, Tex.

Among the conference speakers will be Warren T. White, superintendent at Dallas, Tex., and A.A.S.A. president; Worth McClure, A.A.S.A. executive secretary; E. B. Norton, president, Alabama State Teachers College; L. D. Haskew, University of Texas, and L. P. Sturgeon, Texas State Education Department.

General program chairman of the Midwest Conference, to be held at Des Moines, Iowa, April 23 to 25, is Paul



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NEWS...

B. Norris, director of transportation division, Iowa State Department of Public Instruction. Administrators from Iowa, Kansas, Missouri, Minnesota, Nebraska, North Dakota, and South Dakota will participate in the conference.

Administrators from Oregon, Washington, Idaho and Montana will be included in the Pacific Northwest Conference, which will be held at Spokane, Wash., April 30 to May 2. Angelo Giaudrone, superintendent at Ellensburg, Wash., is the program chairman.

Plan World Confederation of Teaching Profession

NEW YORK. — Educational leaders here and abroad have approved plans to form the first world teachers' organization, which will have members in every country except Russia and its satellite nations.

Representatives of the three major international teacher associations have approved a tentative draft constitution for the new group, which will be called the World Confederation of the Teaching Profession. Members of the associations are expected to approve the constitution at meetings this summer.

The associations are the International Federation of Teachers Association, International Federation of Professors in Secondary Schools, and the World Organization of the Teaching Profession. Most of the members of the first two are western Europeans. The third, sponsored by educators in this country, is headed by William F. Russell, president of Teachers College, Columbia.

The international teaching organization, according to its constitution, is expected to:

1. Foster a conception of education directed toward the promotion of international understanding and good will, with a view to safeguarding peace and respect for human dignity.
2. Improve teaching methods, educational organization and the academic and professional training of teachers so as to equip them better to serve the interests of youth.
3. Defend the rights, and the material and moral interests, of the teaching profession.

Dr. Russell declared that it is important for teachers to have a strong, united voice in international matters but that the new organization will be concerned primarily with educational problems and not with political or social issues. Its constitution says, "The



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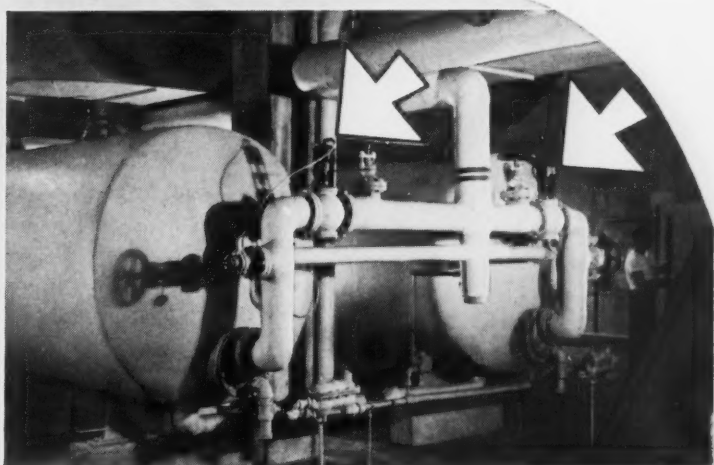
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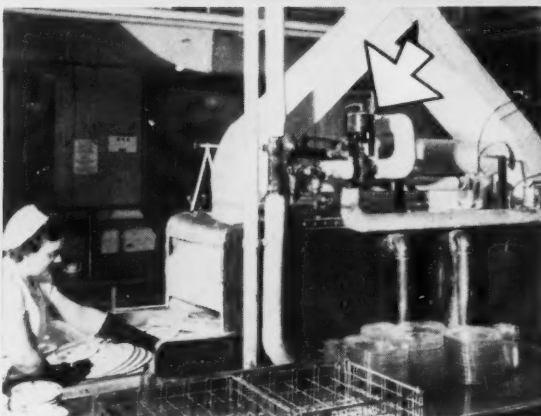
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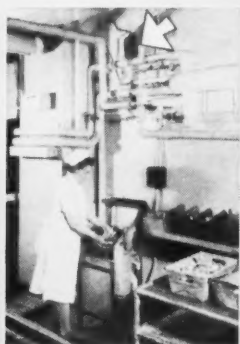
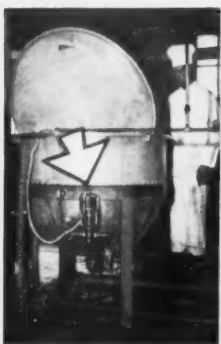
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Above: WATER HEATERS at Northwestern University



Above: STEAM TABLE—Center: DISHWASHER—Right: COFFEE URN—all at Marshall Field & Co.



COOKING KETTLE • Above: SILVERWARE WASHER
Below: DISHWASHER—both at Marshall Field & Co.



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NEWS...

confederation shall exclude from its debates all questions involving political or religious controversy and shall make no racial discrimination."

Court Upholds Bible Reading in New Jersey Schools

PATERSON, N.J.—The constitutionality of a New Jersey state law requiring a daily reading from the Old Testament of the Bible in public schools has been upheld by Superior Court Judge Robert H. Davidson.

The United Secularists of America had brought a suit against the Hawthorne Board of Education, alleging that the law violated the separation of state from church.

Judge Davidson held: "A repeating of the Lord's Prayer as a morning exercise, without comment or remark, for the purpose of quieting pupils and preparing them for their daily studies, and a reading from the Old Testament of the Holy Bible, without comment, as the best book adapted from which to teach

children and youth the principles of piety, justice and a sacred regard for truth, love for their country, humanity and a universal benevolence are certainly not designed to inculcate any particular dogma, creed, belief or mode of worship, and accordingly the provisions of the New Jersey statutes under review do not contravene the First and Fourteenth amendments of the U.S. Constitution."

Teachers Disagree on Social Security

WASHINGTON, D.C.—Appearing before the Senate finance committee, which is studying a House approved bill to enlarge social security coverage and benefits, teachers disagreed on whether they should go under the government's social security system.

Some urged it as a "floor of protection," but others opposed it as a "threat" to their own retirement systems.

M. C. Raver of the Maryland State Teachers Association told the Senate committee that his group wants "no part" of the government program. It would make present teacher retirement systems "uncertain," he said.

The Connecticut Education Association does not favor the federal program because "we teachers in Connecticut have a good retirement system," Fennessey Canty said.

To include teachers in the federal program would be "impractical and fraught with danger," asserted Dorothy Shanley Lewis of the Connecticut Teachers Retirement Board.

Herman A. Gray of the American Council on Education urged that the government social security program "on a mandatory basis" be extended to privately controlled educational, charitable, scientific and religious organizations. The program does not cover them now.

Voice of Democracy Contest Winners Visit Washington, D.C.

WASHINGTON, D.C. — Four 17 year old high school seniors, winners of the Voice of Democracy radio contest, received the personal congratulations of President Truman, who told them to "keep on working" on the obligations of citizenship.

The four are Richard L. Chapman, Brookings, S.D.; Gloria Chomiak, Wilmington, Del.; Anne Pinkney, Trinidad, Colo., and Robert Shanks, Lebanon, Ind. Their prizes were \$500 college scholarships and trips to Washington, D.C.

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NEW PYRA-SEAL



The NEW PYRA-SEAL dries to touch in LESS than 2 hours. Can be steel woolled and given another coat after 4 to 5 hours drying time.

A 3-day job in ONE . . . that's what the NEW Pyra-Seal means to you. Floors in service days sooner . . . and floors of greater beauty and longer-lasting lustrous finish than ever was possible before. Try it . . . you'll agree only the NEW PYRA-SEAL has ALL of these advantages.

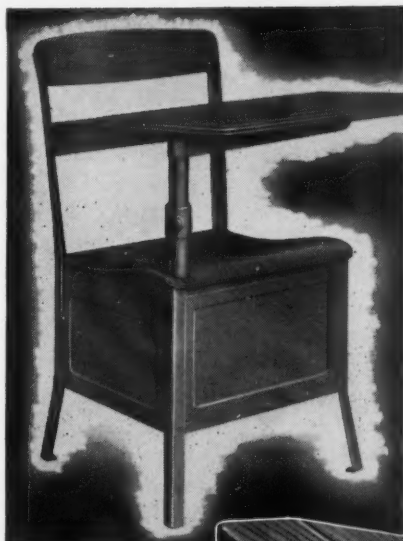
- **QUICKER DRYING**—Dries in half the time . . . your floors are back in service sooner.
- **60% to 80% MORE WEAR**—proved by tests with Taber Abrasers (the official precision instrument to determine wear and abrasion resistance.)
- **HIGHER GLOSS** yet maintains celebrated slip resistant safety.
- **EASIER TO APPLY AND MAINTAIN** No lap marks; fewer rubber marks; does not rubber burn. Can be scrubbed without damage. A stronger, tougher, longer-wearing finish.

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**No. 292 MOVABLE
CHAIR DESK**

Seven-ply hardwood top. Large underseat book compartment enclosed on three sides. Die-formed glider feet. Riveted and welded construction throughout.

IRWIN "posturized" seating is the result of many years of continuing research and production of school furniture. In addition to inducing good posture, it combines the finest of materials with numerous outstanding mechanical features developed to assure maximum convenience and unusual length of service. Any point by point comparison will quickly reveal the exceptional value of this equipment. To make your budget dollars buy the most, investigate the IRWIN line. Write for literature NOW!



**No. 292-TA
TABLET
ARM CHAIR**

Similar in general construction to No. 292, including the generous underseat book compartment.



No. 254 MOVABLE DESK

Equipped with lifting-lid bookbox, formed, swivel seat and curved back, self-leveling device. Adjustable vertically and longitudinally to suit the individual student.



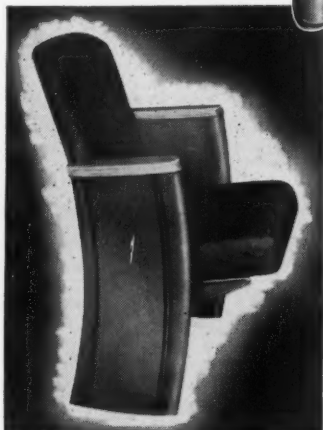
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**No. 2142-4 Auditorium
Chair, like all our chairs
is available with ply-
wood or upholstered seats
and backs.**

AUDITORIUM CHAIRS

To match every auditorium and budget. No. 3342, with upholstered seat and back, shown below.



SEATING UNITS BY



**IRWIN SEATING CO.
GRAND RAPIDS, MICH.**



NEWS...

Tuition Plan Gives Award to Roy E. Larsen

NEW YORK.—The first annual award of the Tuition Plan, Inc., to "the person who has made the most significant contribution to education in the last year" was presented to Roy E. Larsen, president of Time, Inc. Mr. Larsen received the award because of his work as chairman of the National Citizens Commission for the Public Schools.

Alonzo F. Myers, chairman of New York University's department of higher

education, and Thomas E. Jones, president of Earlham College, Richmond, Ind., addressed the tenth annual forum luncheon meeting of Tuition Plan, Inc.

Dr. Myers said the necessary expansion in higher education facilities within the next eight to 10 years to meet the needs of a student population equal to the present one will come in publicly supported institutions, through community colleges, and, he hopes, through the granting of federal scholarships to college students.

Dr. Jones urged support of the small independent and church related college but warned that it "must not be tempted by size, led astray by the commercialization of athletics, or succumb to the secularism of human relations; and it must keep its morals unsullied."

A.S.C.D. Asks for Federal Aid for Public Schools Only

DENVER.—The Association for Supervision and Curriculum Development endorsed the N.E.A. resolution stating that members of the Communist party should not be employed in the American schools and urged the passage of federal aid for public education only at its annual meeting in Denver February 12 to 15. The A.S.C.D. is a department of the N.E.A.

The organization also endorsed this policy:

"1. The professional staff of our schools possesses the right to determine its own canons and to protect itself from the pressure of any and every minority, class, party, church or organization bent on using the school or the teacher for its own special purposes or conception of public purposes.

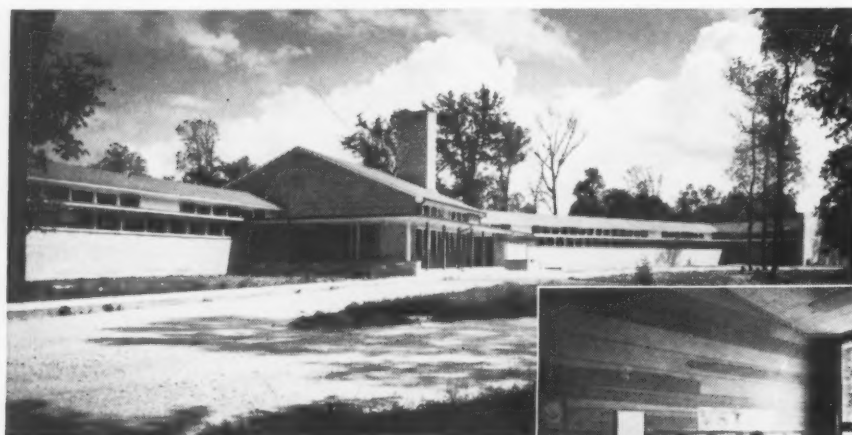
"2. Two fundamental safeguards are necessary: (a) the ability of individuals or groups to understand what they are reading or discussing, and (b) the absence of material which obviously disseminates hatred of a race, religion or nationality."

The A.S.C.D. resolved that its executive committee should initiate action that would result in a national conference called under joint sponsorship of the U. S. National Commission for UNESCO, the Office of Education, the N.E.A. and others "to consider what education can and should do in face of the world crisis."

"The only conceivable primary aim of education should be to prepare the individual for social living," Dr. William C. Menninger, general secretary, Menninger Foundation, said at a general session of the convention.

"Our students need more than the facts about life; they have to learn to apply them to themselves and in relation to other people. We cannot be satisfied to give them merely the information to make a living; they have to be taught how to make a rich and satisfying life," he declared.

Next to the father and mother, Dr. Menninger pointed out, the teacher has the greatest responsibility and oppor-



Exterior view (above); primary grade workroom (right). Perkins & Will, Architects-Engineers; Glenview Plumbing Co., Plumbing Contractor.



KOHLER PLUMBING

in the Clyde L. Lyon Elementary School

The most advanced modern developments in design and engineering contribute to the comfort, health and progress of children who attend the Clyde L. Lyon elementary school at Glenview, Illinois. Kohler plumbing fixtures and fittings are among the facilities employed to provide the best possible hygienic conditions.

Kohler fixtures and fittings meet the requirements of architects for beauty and practicality of design. They win the approval of school administrators because they provide safe sanitation, withstand vigorous use by children, and are economical to maintain.

Send for a copy of "Kohler Plumbing Fixtures for Industrial Plants, Public Buildings, Clubs, Schools", showing a complete line of lavatories, drinking fountains and other fixtures of nationally recognized quality. Kohler Co., Dept. 4-R, Kohler, Wis.



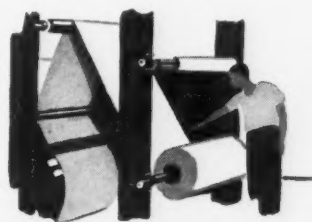
Typical washroom, showing Kohler Juvenile (K-3860-ET) Vitreous China Siphon Jet Closet, and Kohler Green-wich (K-1945-J) Vitreous China Lavatory with Compression faucets.

KOHLER OF KOHLER

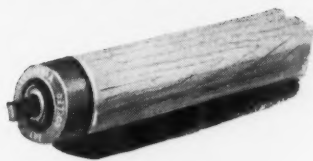
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the LONG and the SHORT of it

Even the queerest window shade requirements don't baffle Columbia! You may want extra long, skinny shades for some mysterious purpose—or jumbo shades that sound impossibly large. Just see your Columbia Authorized Dealer and he'll follow your specifications to the dot. But versatility is only one of the big benefits you get when you install Columbia Window Shades. Some others are:



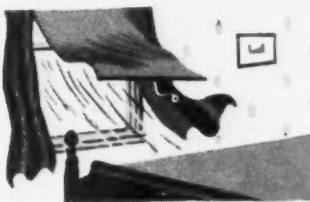
Long Life—Columbia Shades are built for hard wear . . . woven to resist pinholes and cracks. Maintenance costs are kept way down because Columbia Shades are really tough.



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Columbia Shades and Venetian Blinds are sold only through Columbia Authorized Dealers in leading department stores, furniture stores and shade shops.

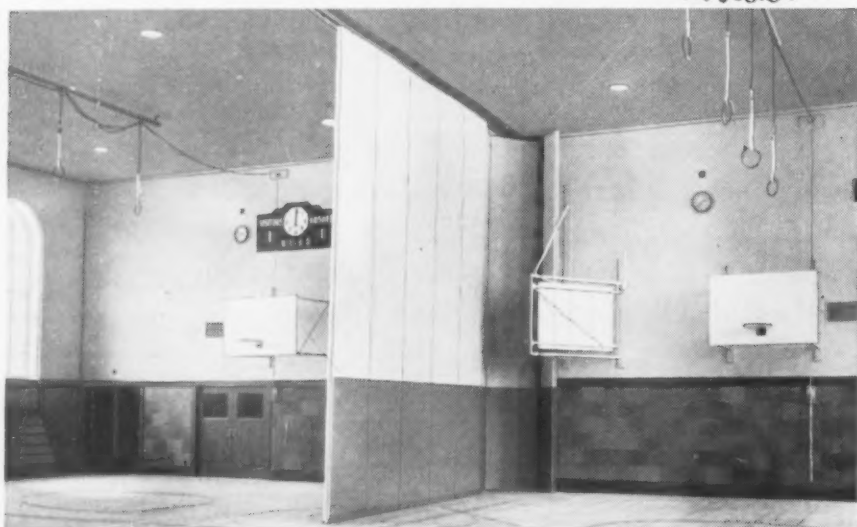
We will gladly submit *specifications* for shades that can become a part of the General Contractors bid. This includes a recommendation for correct type of fabric, mechanism and color; method of manufacture and proper installation. Let us call on you and discuss your particular problems.

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WINDOW SHADES
AND VENETIAN BLINDS

THE COLUMBIA MILLS, INC. • 428 SOUTH WARREN STREET, SYRACUSE 2, N. Y.

Crowded school conditions have you in "hot water"?

Install **R-W DeLuxe** **FoldeR-Way Partitions** FULLY AUTOMATIC • ELECTRICALLY OPERATED



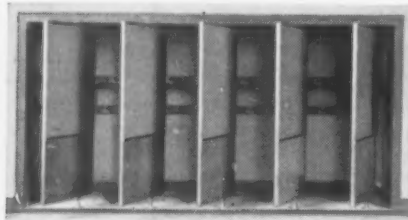
R-W DeLuxe FoldeR-Way Partition, Central School, Goshen, New York. Robert R. Graham, Architect.

Because of its high standard of excellence and performance, the R-W DeLuxe fully automatic electric soundproof folding partition is now specified by leading School Architects and demanded by progressive Boards of Education as the best solution to current problems of space and expenditure.

In the installation shown above, both side-jambs are insulated against the transmission of sound by the correct application of rubber gaskets. The clearance gap between the top of the doors and the underside of the

ceiling-track is effectively soundproofed by rubber seals. Duck-covered, sound insulated, acoustically designed doors provide the ultimate in "sound-stifling" construction. Doors are positively locked to the floor without the use of any floor bolts, tracks, or mechanically operated devices. Electrically operated—you just turn the switch-key and R-W does the rest. The DeLuxe FoldeR-Way Partition goes into motion smoothly and silently—opening or closing automatically!

R-W Offers a Complete Line of Single and Multiple Action Classroom Wardrobes



R-W No. 833 Multiple Action-Master Control Door Wardrobe

Richards-Wilcox Classroom Wardrobes are outstandingly popular because they are designed to give maximum space for pupils' wraps without overcrowding—because simplicity of design and installation in wall recess means low cost. Wardrobes are available in Single or Multiple Action-Master Control Door units with chalkboards or cork boards. Each door opening accommodates eight to ten pupils.

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- In industry, conveyor systems to solve any overhead handling problem.
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Get all the facts about Richards-Wilcox cost-cutting, space-saving FoldeR-Way Partitions and Classroom Wardrobes now—write today or call your nearby branch office for complete information without obligation.

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OVER 70 YEARS

NEWS...

tunity to facilitate the development of good mental health of the child. He added that ideally teachers' personalities would be evaluated before they are accepted into the profession. "Our present criteria of teacher selection are grossly inadequate," he insisted.

"Mental Health for Better Living" was the theme of the convention. The 1950 yearbook, "Fostering Mental Health in Our Schools," was presented at the opening general session.

Arno Bellack, A.S.C.D. executive secretary, said: "The 1950 yearbook is primarily concerned with the healthy development of those who are often called 'normal children.' It is only incidentally concerned with the deviates, the extremely disturbed and distorted boys and girls. It is hoped that the book will become a guide for every teacher in every classroom."

The yearbook is divided into three parts: (1) factors determining behavior and development, (2) the child's motivations, and (3) knowing and helping the child.

At a meeting sponsored by the John Dewey Society in connection with the A.S.C.D. convention Dean Ernest Melby of New York University said: "We do not need more education but different education. . . . The job [of education] cannot be carried on within the walls of the schoolhouse and be successful. We must have effective co-operation with lay people.

"The best thing about education that is being done in this country is not being done by educators but by our intelligent, informed lay people. They know more about what is needed than do our school people. It is high time that we as professional people join with them and tote the educational problem of this country to the rest of the population that does not understand what it is all about.

"A good general education for boys and girls and men and women is the kind of education that gives them a chance to live democratically in school, home and community."

State Aid for Construction

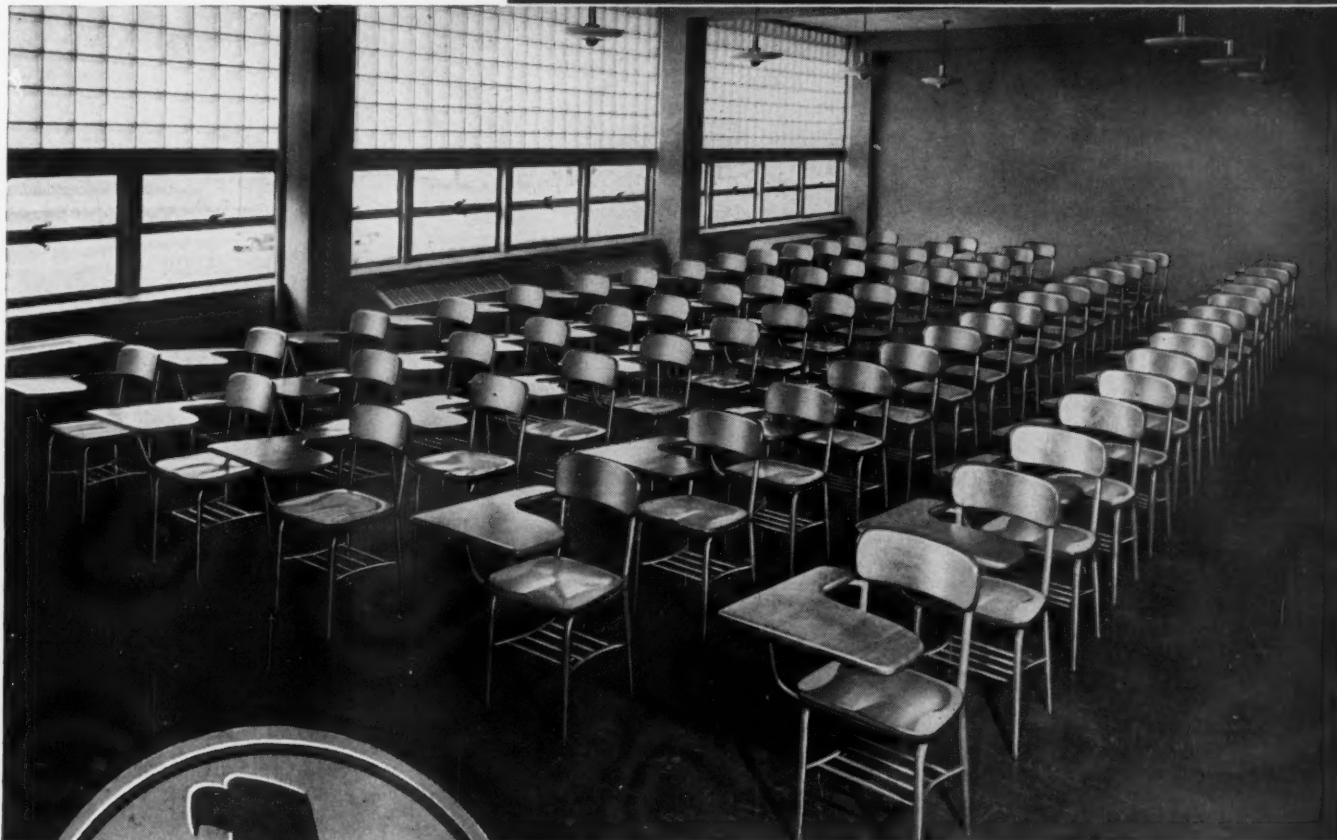
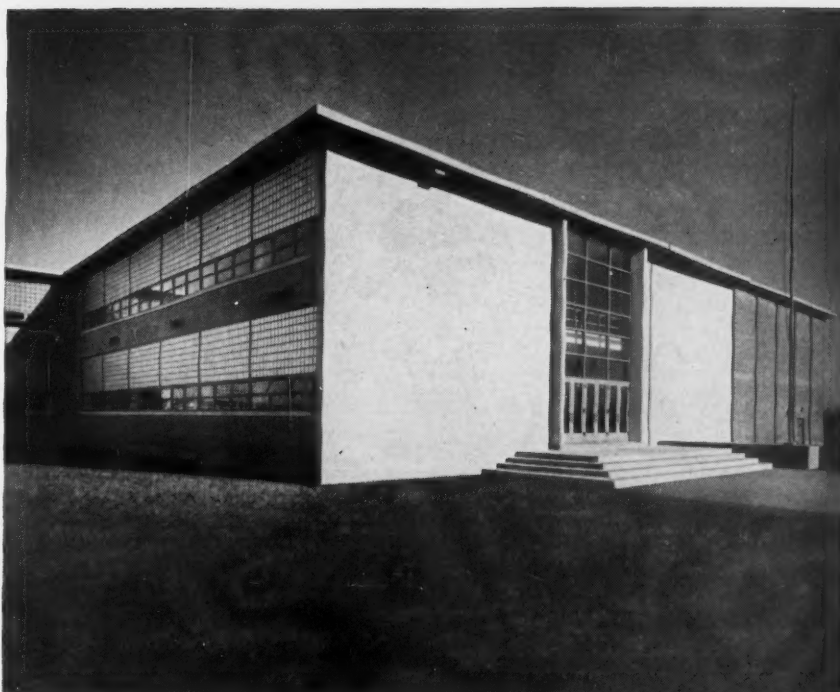
WASHINGTON, D.C.—Seven states now provide direct state assistance for school construction. Recently the Virginia legislature voted \$45,000,000 for school buildings. The other six states are California, Connecticut, Maryland, Massachusetts, North Carolina, and West Virginia.

EDINA, MINNESOTA

can be justly proud of this highly functional new public school building, designed to meet the community's needs for many years to come. The installation of school furniture was arranged through Farnham Stationery & School Supply Co., Minneapolis, Distributors for Heywood-Wakefield Company, 666 Lake Shore Drive, Chicago 11, Illinois.

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Our new illustrated brochure containing full details of the complete line of Heywood-Wakefield school furniture will be sent without charge upon request. Write: Heywood-Wakefield, School Furniture Division, Menominee, Michigan.



NOTE HOW the effective use of modern design and materials makes an entire classroom an efficient tool for learning in this Edina, Minnesota, school. Shown here are the Heywood-Wakefield Tablet-Arm units, S-819 TABS, 1,000 of which are used in this school. Although arranged formally here, these movable units can be grouped and regrouped to suit changing classroom needs. Like all Heywood-Wakefield tubular steel school furniture, these have sturdy, welded tubular steel frames which combine high durability with light weight.

NEWS...

Discusses Factors Pertinent to Building of Schools

LOS ANGELES. — There are four main factors immediately pertinent to the building of schools: urgency, use and function, flexibility, and economy, according to C. C. Carpenter, assistant superintendent of the Los Angeles County schools.

Addressing the American Society of Civil Engineers, Los Angeles section, February 8, Dr. Carpenter declared that the urgency for school buildings is be-

yond question. "In Los Angeles County alone," he said, "if we were to keep up with elementary school needs we would have to build a new elementary school each week with a capacity of 1000 pupils."

Commenting on the use of school buildings as a factor to be considered in planning, the educator said, "The day of building educational monuments is past." Since the schoolroom is the most expensive single part of the educational program, more than ever before

planners raise this question: "What is going to happen in this room; for what uses can it function?"

"Today," said Dr. Carpenter, "the school should be a community center, and we must surround the buildings with recreational facilities. The school of today should be a common meeting place for all citizens and used as many hours as possible during the day."

He also pointed out that buildings must be flexible enough so that they can be adapted to future changes in educational programs.

In his address Architect Ralph C. Flewelling warned, "We are in a changing world, and we must all beware of condemning practices and structural materials without first proving we are right."

He reminded the engineers that "some years ago brick construction was condemned, but we have found since that it wasn't the brick that was at fault but the way it was used."

The architect showed color slides to the society, describing his views on the "five basic needs of the school plant today . . . egress and circulation, good lighting, ventilation, acoustics and quality of esthetics."

Dr. McGrath Warns of Education's "Deterioration"

WASHINGTON, D.C.—American education is in a dangerous state of "deterioration," bringing the country face to face with the worst school crisis in its history, Earl J. McGrath, commissioner of education, warned in his annual report to Oscar R. Ewing, federal security administrator.

Dr. McGrath urged immediate enactment of additional federal aid to education.

"No alarmist state of mind is required," he said, "to predict that the educational system of the country will fall into shocking disorder and ineffectiveness if steps are not taken to secure an adequate supply of teachers and school buildings."

"This is a condition which no democratic social order can long condone. It contains examples of inequities to which critics of democracy like to be able to point."

The crisis stems primarily from the short supply of teachers and the states' inability to keep up with the rapid increase in child population, Commissioner McGrath said. "Only by facing this problem realistically now," he

SPECIFY "PEABODY" No. 260



STEEL MOVABLE *Suntan* DESKS

Equip your schools with Peabody No. 260 Steel Movable Desks and you equip them with the most efficient, most comfortable, and most attractive seating money can provide. Examine this quality seating. See how sturdy it is built. Notice the desk lids do not slam—look at the comfortable seat and notice how both seat and desk are independently adjustable. The adjustment feature is positive—cannot slip. Only persons responsible for seating can adjust them. No bolts—no butterfly nuts for children to loosen.

NEW SUNTAN COLOR MAKES CLASS ROOMS MORE ATTRACTIVE..FINISH RESISTS SCRATCHES

In keeping with the desire for brighter, cheerier classrooms, No. 260 Steel Movable Desks are available in the gorgeous new SUNTAN finish. The desk tops, seats and backs are also given a CELSYN coating—a coating so hard and tough it resists scratching to a remarkable degree. Write for complete information on No. 260 Steel Movable Desks.

PEABODY OFFERS FULL LINE OF QUALITY SCHOOL SEATING

The PEABODY Line is a complete quality line of school seating, desks, chairs, tables, teachers' and administrators' desks and folding chairs. From this one manufacturer purchasers of school equipment can buy all necessary school furniture and be protected by the PEABODY ironclad guarantee of superior quality, workmanship, material and correctness of design.

**We invite your inquiries.
Write direct to—**



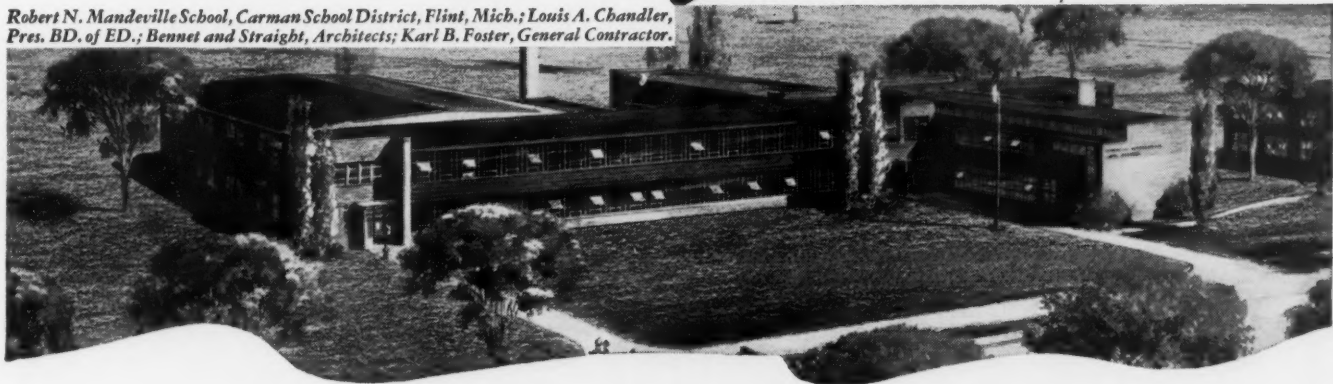
No. 33
No-Tip Steel
Folding Chair

THE PEABODY SEATING CO., INC. NORTH MANCHESTER, IND.

BOX 3

New Flint High School

Robert N. Mandeville School, Carman School District, Flint, Mich.; Louis A. Chandler, Pres. BD. of ED.; Bennet and Straight, Architects; Karl B. Foster, General Contractor.



SELECTS BERGER SERVICE



Recessed groupings of Berger double-tier, standard louvre Steel Lockers line the spacious corridors. School planning experts recommend that corridor lockers be provided for each student up to 125% of the school's capacity.

Berger Type SD Steel Lockers Recessed in Corridors of New Robert N. Mandeville School

Overcrowding and staggered programs are ended for Flint, Michigan, high school students. Their ultra-modern Robert N. Mandeville School—named for a Carman School District World War II hero—admitted 1,000 enthusiastic students in September.

Prominent in the new school's superb equipment are Berger Steel Lockers. In this case, as in thousands more, experienced Berger representatives helped school officials and architects translate their ideas into a workable storage plan.

Berger service and cooperation are recognized wherever lockers are used. As largest supplier of steel storage equipment to the schools of America, Berger contributes valuable *ideas* on how to use it best. Berger will plan and engineer your storage equipment, furnish the material and handle all installation details.

Whether your school building program already is underway or still in the planning stage, call in your Berger representative *now*. Write us for more information.

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Republic Steel Corporation

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"A complete steel equipment service for the schools of America"

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STEEL Office Equipment and Furniture
STEEL Cabinets for Kitchens, Laboratories, Dispensaries
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STEEL Book Shelf Units, Library Stacks

NEWS...

added, "can the shortage of qualified teachers be materially reduced three, four or five years hence."

He warned that a federal aid program should be established now, taking into consideration the best available estimates that in the next 10 years a \$10,000,000,000 school building program will be urgent. In addition, funds will be needed to encourage teacher education and to increase teachers' salaries to attract more young people into the profession.

In his report Commissioner McGrath endorsed the 1949 report of the Educational Policies Commission of the National Education Association recommending that members of the Communist party should not be employed as teachers.

However, he warned, "under no circumstances must we permit the constructive effort to keep the schools free of Communist domination to lead, by almost imperceptible steps, to the establishing of thought control and the

limitation of academic freedom in our schools and colleges."

New York Educator Urges End of Regents' Examinations

NEW YORK.—"A simple solution to the problem of regents' examinations would be to abolish them," Harrison C. Thomas, assistant superintendent assigned to the New York City Board of Education's high school division, said at the annual winter meeting of the New York State Council for the Social Studies.

Several teachers asked what he would substitute for the examinations. Dr. Thomas replied that New York State is the only state that has such examinations and that it probably would be best all around if the matter of judging the pupil's scholastic knowledge were left "to the individual schools."

He also said that the schools ought to spend more time in teaching contemporary affairs rather than concentrating too much on past history, adding "For many of our students coming to the high schools now history is a luxury."

"It is true," he admitted, "that you can't understand the present unless you understand the past. But with the limited extent of time that we have to spend we ought to spend more of it on current problems."

New Mexico School Boards Plan State Association

SANTA FE, N.M.—New Mexico school board officials, who are planning a permanent state school board association, met here February 4.

They named Ray Soliday of Carlsbad as chairman of the association and Al W. Kaune of Santa Fe as secretary to replace Frank McCarthy of Gallup, who had acted as temporary secretary.

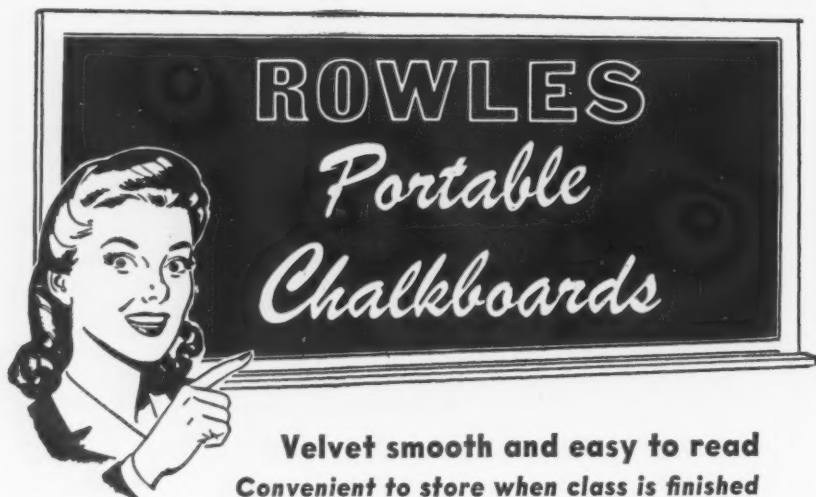
Vice chairmen are A. D. Suzao, Taos; H. H. Kramer, Chamita; Richard Thorne, Albuquerque; Joseph Tondre, Los Lunas, and Mr. McCarthy.

Survey to Determine Post High School Needs

IOWA CITY, IOWA.—Education beyond the high school and the value of a thirteenth and fourteenth year of school will be studied by a joint committee from state and other agencies in Iowa during the next few months.

The committee will attempt to find out, through surveys, interviews and conferences, what job, hobby and cul-

Makes a classroom ... anywhere ... in a jiffy!



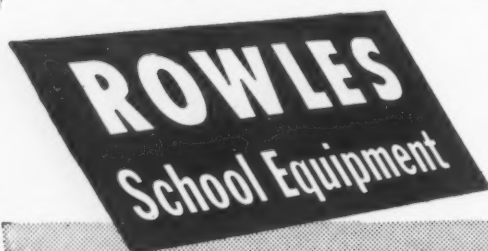
Velvet smooth and easy to read
Convenient to store when class is finished

If you're faced with over-crowded classroom conditions, there's a Rowles Portable Chalkboard that can help you solve your problem . . . quickly. It'll make it easy for you to set up additional classrooms . . . anywhere . . . complete with the most important educational tool.

The Rowles Portable Chalkboard gives you all the features of the regular classroom board, and yet can conveniently be stored when not in use. The famous DUROPLATE surface is easy to read and glare-free. Writes smooth and erases clean.

Let your supply dealer suggest a style and size to meet your needs. Available in easel, wall mounting and swing frame styles; single or double surfaced; reversible types; and your choice of black, standard green, or the new "See-GREEN" colors.

Descriptive booklet available upon request. Ask for Folder F-256.



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Carlyle Quarry Tile provides an ideal floor in this kitchen.

*"Easier to clean
THAN ANY OTHER
floor material"*

**...say those who own floors of
Mosaic Carlyle Quarry Tile!**

In your restaurants, cafeterias, entrances, toilet rooms
... no other material will give you as much freedom
from maintenance, ease of cleaning.



Glazed wall tile and Carlyle Quarry floors complete a picture of truly easy maintenance.

As durable as the building itself, Mosaic Carlyle Quarries present a smooth surface, impervious to grease, stains, liquids . . . handle heavy traffic year after year without needing replacement or repair. Their wide range of color-rich shades and tones provide distinctive, lasting beauty

Be sure you know about the versatility, beauty, freedom from maintenance of Mosaic Tile before you build or remodel. See the Mosaic Office nearest you, or write Dept. 3-12, The Mosaic Tile Company, Zanesville, Ohio.

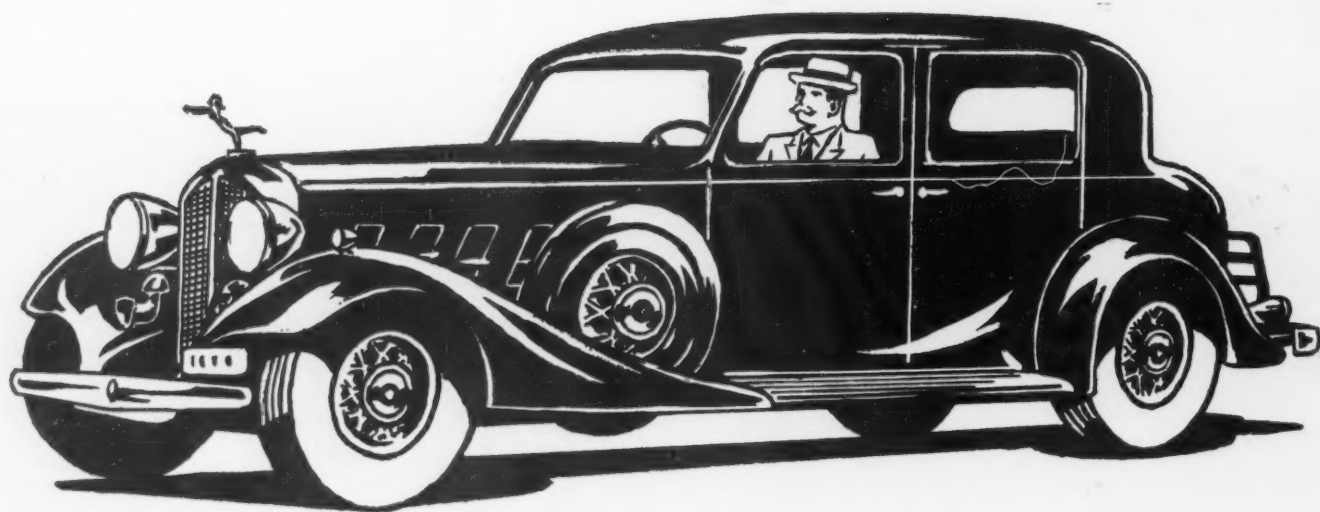
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OFFICES IN PRINCIPAL CITIES

OVER 3000 DEALERS TO SERVE YOU

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YOU CAN HOLD DOWN THE COST PER YEAR

About nine times out of ten the finest thing you can buy gives you the lowest cost per year over the period of its long life—an actual over-all saving instead of a premium for the satisfaction of having the finest.

Take drop-forged Von Duprin panic exit devices for example: the superior workmanship, the precision forging, the supremely safe, sure, quick exit they provide, are yours at lowest cost. Their higher price is quickly balanced by their freedom from up-keep or repair expense, so that the yearly cost, over the life of the building, becomes the lowest at which you can supply any adequate panic exit device service.

It's no wonder that more and more people are insisting on Von Duprins.

VON DUPRIN DIVISION, VONNEGUT HARDWARE CO., INDIANAPOLIS 9, INDIANA

Von Duprin

Typical pages from "How to Plan a School Workshop." This illustrated Delta booklet gives you helpful information: Photographs and floor-plans of 30 typical school shops. Basic principles of shop planning. Suggestions for selecting, placing, and using power tools.



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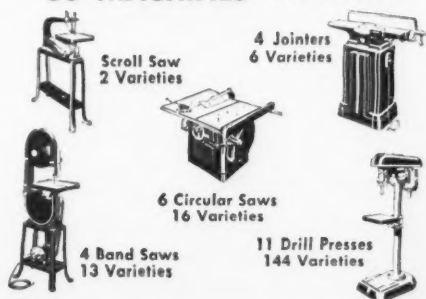
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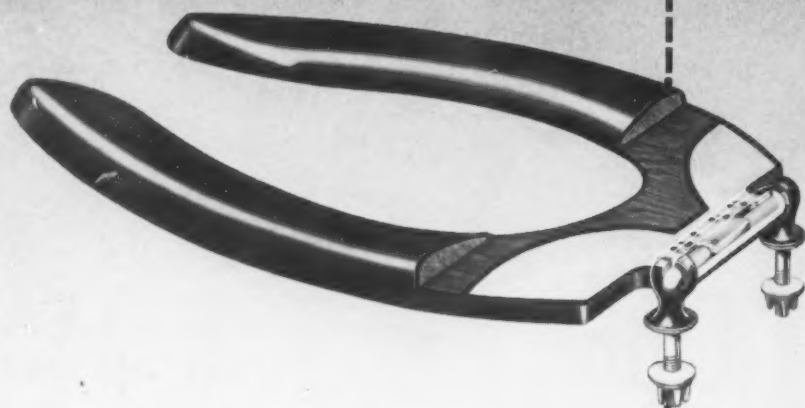
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NEWS...

tural training Iowans desire beyond that which they received in high school. Also it will seek to learn what employers think their present and future employes should be taught to enable them to work more efficiently.

The answers will be related to the present and potential offerings of Iowa junior colleges and four-year colleges so that the committee may learn whether the colleges can meet such needs and interests as may be expressed in the study.

Planning the cooperative study are representatives of Iowa State College, Iowa State Teachers College, the State University of Iowa, the Iowa State Department of Public Instruction, the Iowa State Education Association, and the Iowa Junior College Association. They will survey 12 counties in Iowa, three in each corner of the state. Within each section one county that has a four-year college, one that has a junior college, and one that has no college will be surveyed.

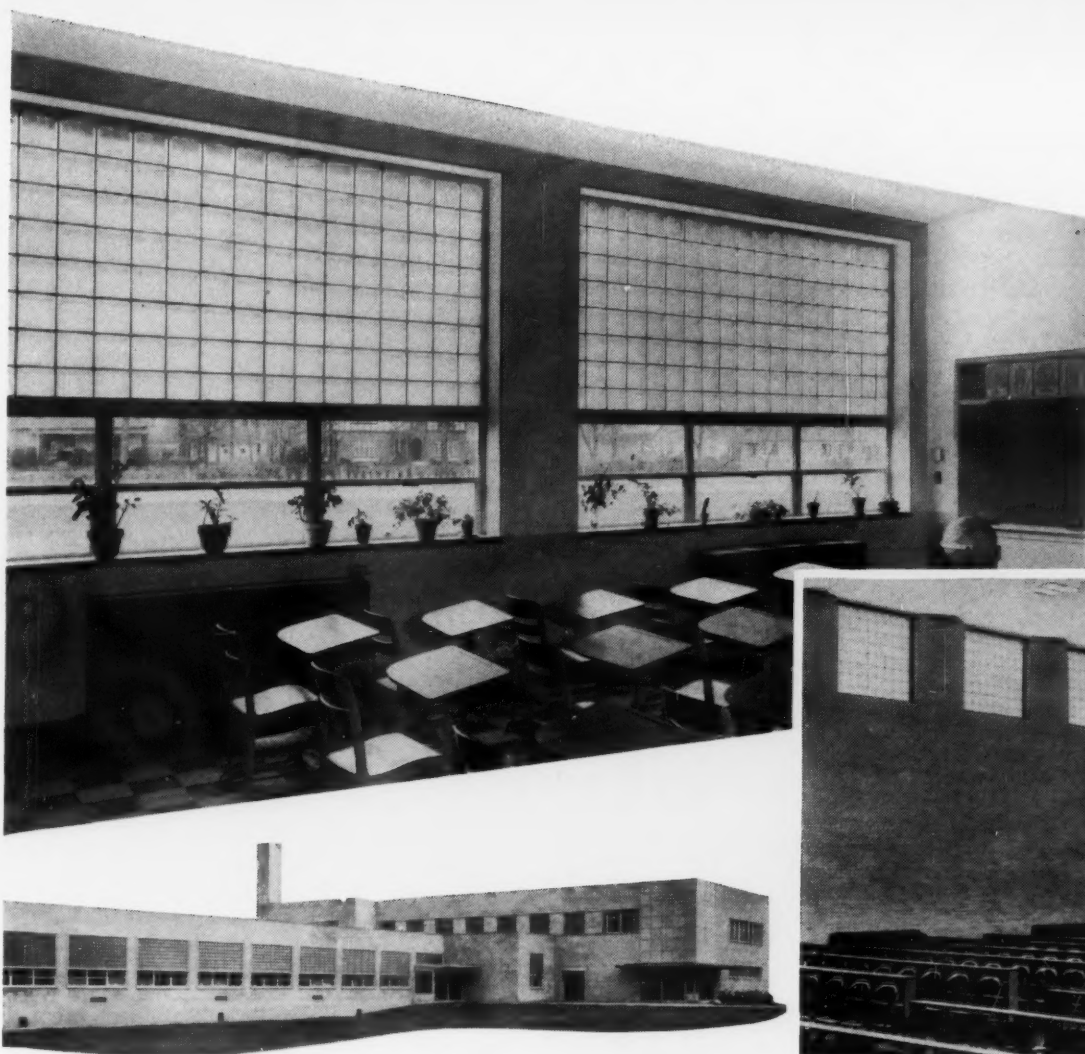
Urges Private Fund for Scholarships

NEW YORK.—The establishment of a privately operated scholarship fund raised by public subscription as a means of financing college educations for promising students was suggested by Murray Shields, vice president and economist of the Bank of Manhattan Company, at a recent meeting of the alumni association of Stevens Institute of Technology.

He suggested high school graduates could obtain low-interest loans, primarily from the income of a large trust fund. These funds would be raised by public appeal and would be operated under the managership of a nonpartisan group of citizens with the colleges responsible for supervising the granting of loans. The idea would be that this private scholarship fund would supplement, but not replace, the existing schedule of scholarships throughout the country.

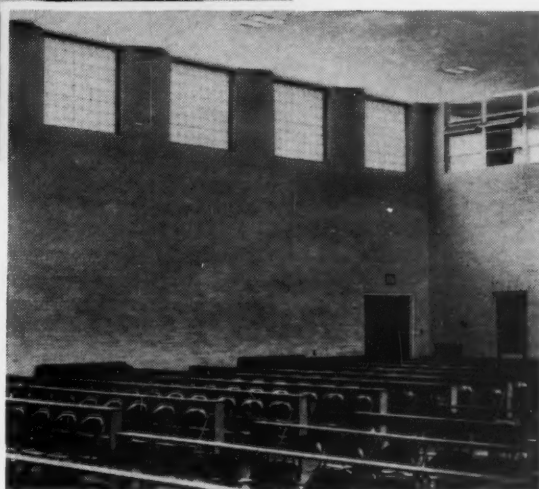
Married Teachers' Privileges

NEW ORLEANS.—Beginning July 1, married women teachers will be granted full privileges by the New Orleans Board of Education. The board has been retaining married women on temporary status if they were hired after their marriages and has not permitted the promotion of married women to principalships.



THESE ILLUSTRATIONS show how PC Functional Glass Blocks have been used in St. Andrews Parish School, Indianapolis, Ind. In the classroom and auditorium, note how the blocks admit an abundance of diffused daylight. And they reduce the possibility of accidents, effect money-savings in a school's operation.

Architect: Edward J. Shulte, Cincinnati, Ohio.



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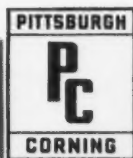
And PC Glass Blocks have actual money-saving advantages, as well. They seldom need repairs or replacements.

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NEWS...

New School to Open College of Retired Professors

NEW YORK.—The New School for Social Research will open a college of retired professors next fall. Members of the faculty will be distinguished retired scholars from leading United States universities and colleges.

A national committee of educators will consider possible candidates for faculty positions. The new college is the first project of the Alvin Johnson Fund, set up last December in honor of the

75th birthday of Dr. Johnson, president emeritus of the New School. Dr. Johnson will be president of the college.

He predicted that the college of retired professors will advance higher adult education throughout the country by utilizing the rich intellectual resources now available.

Since the most pressing problem in the adult education field is that of finding teachers, Dr. Johnson said, the enlistment of retired professors will meet an urgent need.

He hopes that, if the New School's experiment succeeds, other universities will make use of retired professors in developing adult education programs.

"All the world knows," Dr. Johnson said, "that intellectual capacity does not come to a full stop at 65. Indeed, intellectual achievement is closely associated with longevity. The most distinguished intellectual work of Benjamin Franklin, Thomas Jefferson, Voltaire, Goethe, Cicero and Sophocles was done after 65. Among the thousands of professors retiring this year there are hundreds who have better work left in them than ever they did."

The New School plans to appoint 10 visiting professors for the academic year 1950-51. Each will serve one semester and will offer a course of 15 lectures and discussions, open to all, without regard to academic qualifications or experience.

The new college is especially interested, Dr. Johnson said, in retired professors who are writing books for the general public. So far as possible it will facilitate the preparation and publication of such books.

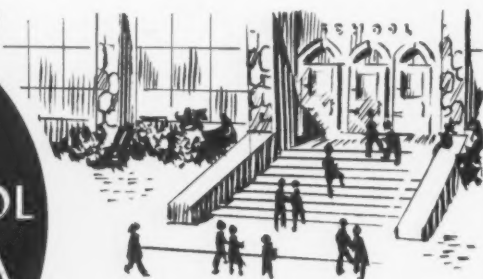
San Francisco Has Family Life Education Program

SAN FRANCISCO.—A family life education program is part of the San Francisco child care center program. It is planned jointly by the parents whose children attend the child care centers, the second district parent-teacher association, and the adult education and child care departments of the San Francisco schools.

Leadership is provided by the adult education section and the parent-teacher association. Regular classes meet monthly; the group discussion leader rotates her services in four schools a month.

Of the 34 nursery and school age centers operating in 28 locations in San Francisco, 21 have parent classes, study groups, or forums under way. In some of the schools parent discussion groups have been meeting regularly since 1946. Attendance may run as low as 10 or as high as 65, but the usual group is composed of from 20 to 35 mothers, fathers and teachers, according to Mrs. Theresa S. Mahler, child care center director.

Time of meetings, topics for discussion, and the use of speakers and films are determined by the needs of the group, Mrs. Mahler said. In general, parents make their own arrangements for care of the children during these



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NEWS...

monthly meetings. In areas in which this is not feasible, meetings are scheduled for the hours right after work. Some parents take turns preparing quick meals, using the school kitchen facilities; others help supervise children in an adjoining playroom. A solution to meet its individual needs has been worked out by the parents and sponsoring groups for each school.

Working together with parents is necessarily a part of any program that attempts to work effectively with chil-

dren, Mrs. Mahler pointed out. "Employed parents, especially mothers carrying the double job of wage earner and homemaker, find it more difficult to participate in formal programs of family life education. Experience has proved that they are no less interested in the growth and development, the emotional and social adjustment of their children than parents free from work obligations outside the home."

Ultimate outcomes of the family life education program in terms of benefits

to children, families and communities are not always discernible and may never be measurable statistically, Mrs. Mahler said.

However, "as parents and teachers work together, ideas about children are shared, tensions are lessened, understanding of human behavior grows, home-school cooperation increases, and home-school-community responsibilities merge. Inevitably, attitudes and practices are modified, individuals achieve a greater degree of effectiveness and satisfaction in their relations, and progress is made in strengthening and enriching home and family life."

Teachers Help Save 325 Pupils in Fire

HAMMOND, IND.—Three teachers, at the risk of their lives, led 325 children to safety from the burning Parrish Elementary School in Hammond February 22, according to officials here.

The teachers were burned on their hands and arms when they stayed behind, after leading the pupils out, to make certain that everyone was safe. None of the pupils was injured.

The school was a portable one-story five-classroom building attended by children in Grades 1 to 6. Described as "of light wooden construction and highly inflammable," the building was a total loss. School officials valued it at \$80,000.

The quick heroic action of the teachers in directing an orderly evacuation of the school, despite personal danger, Fire Chief Sargent said, averted what might easily have become a tragedy.

The three teachers are Helen Brodhurst, principal; Joan Miles, sixth grade teacher, and Dorothy Steinberger, physical education instructor.

Bemer Heads School Rotarians

ATLANTIC CITY, N.J.—Six hundred members of Schoolmasters Rotary Club met here during the A.A.S.A. convention to hear Leo Solden, chairman of the Rotary Foundation Fellowship, describe this worldwide plan for scholarships. President Kenneth E. Oberholtzer of Denver presided.

Supt. C. W. Bemer of Muskegon, Mich., was elected president for 1950-51. Hobart M. Corning of Washington, D.C., was chosen first vice president; Selmer H. Berg of Oakland, Calif., second vice president, and John R. Emens of Ball State Teachers College, Muncie, Ind., secretary-treasurer.

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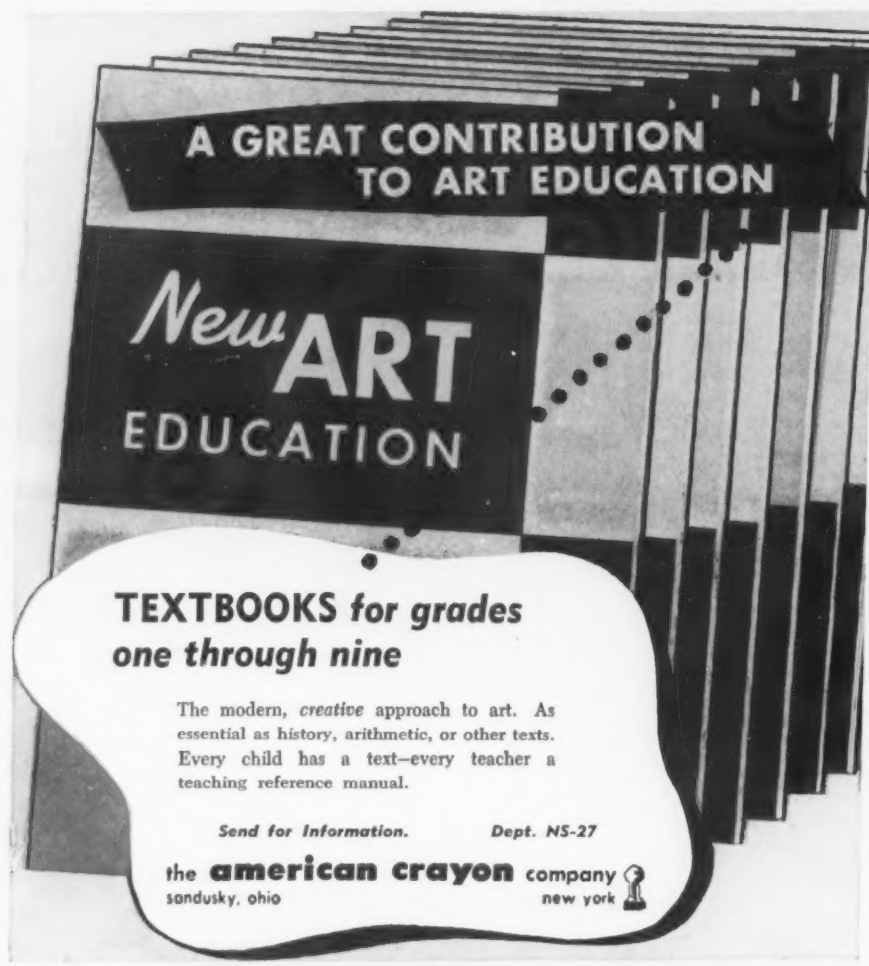
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NEWS...

Purdue Offers Major in School Building Service

LAFAYETTE, IND.—A major in school building service, designed to prepare students for work in the field of public school operation and maintenance, is now being offered by Purdue University, Lafayette, Indiana.

The course will prepare students for positions as superintendents of buildings and grounds in small school systems or for special assignments in the school business management office of large school systems.

Students will be given specialized training in problems pertaining to school business management, such as estimating building materials and cost of construction, school building maintenance and operation, principles of school accounting and budgeting, and heating and air conditioning.

At the same time students will be prepared to meet the requirements of a teaching license in the field of industrial education so that, if necessary, they can teach part time and so that they will be familiar with educational practices and problems. Those who complete the course will be granted the degree of bachelor of science in trade and industrial education.

In order that the students may have practical work experience, the school desires that they obtain, during the summer months, employment under the direction of a school business manager or a superintendent of buildings and grounds.

Ohio Citizens Commission Names A. J. Klein as Secretary

COLUMBUS, OHIO.—Arthur J. Klein, former dean of the Ohio State University College of Education, has been named executive secretary and director of studies for the recently formed Ohio Citizens Commission for the Public Schools.

Since his retirement in 1945 Dr. Klein has been conducting state education system and university research projects.

Members of the commission are 29 industrial, publishing, labor, farm and organization leaders. President is D. R. Stanfield, assistant secretary of the Ohio Farm Bureau Federation.

The nonprofit corporation was organized to study major problems facing Ohio's public schools and to recommend necessary courses of action. Mem-



POLO ON PERCHERONS?

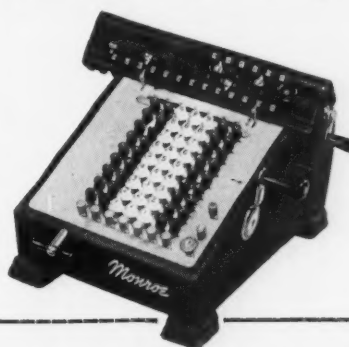
Might as well try to teach Office Machine Practice without the right number and kind of adding-calculators. And that, as more and more progressive teachers are discovering, means Monroes . . . 6 Monroes to each class: 5 Educators, 1 electric model.

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NEWS...

bership on the Ohio commission, which is maintaining close contact with the National Citizens Commission for the Public Schools, is confined to persons "not professionally identified with education, religion or politics."

New Barden Bill Would Restrict Aid to Public Schools

WASHINGTON, D.C.—A new bill introduced by Rep. Graham A. Barden (D.-N.C.), extending federal aid only to tax supported public schools, failed

to get a majority vote when brought to a test in the House committee on labor and education March 2.

The Barden bill calls for \$300,000,000 annually for the United States and varied sums for Alaska, Hawaii, Puerto Rico, and the Virgin Islands. Mr. Barden explained that the bill seeks to supply federal funds for raising the annual expenditure per pupil in the so-called poor states to a minimum level of \$60 and to \$100 or better per pupil in the so-called wealthy states.

The amounts of federal money to be distributed would be determined by a variable formula based on the states' incomes and the number of elementary and secondary school students enrolled in the schools of each state. Any state would be allowed a minimum grant of \$5 per pupil.

Public schools would be permitted to use the federal aid funds only for "current expenditures" under the Barden measure. They are defined as salaries for teachers and of school supervisory, administrative and maintenance personnel and as expenditures for school supplies and for the maintenance of school buildings.

The Treasury Department would pay the aid money to the states, Mr. Barden said, with the office of the commissioner of education only figuring out the formula for the grants.

New York Uses Two Quonsets for School Buildings

NEW YORK.—Two structures of the Quonset type have been put into use as auxiliary school buildings in the Jamaica Bay Veterans Housing Project in Brooklyn. This is the first time such temporary units have been used by the New York City Board of Education.

The buildings, which cost \$150,116, contain 10 classrooms. When operated on double sessions, they can accommodate 600 pupils.

One school official, according to the *New York Times*, said the Quonsets were used for the project because they are in keeping with the appearance of the development, which is composed largely of Quonset dwellings. The board will not use any other Quonsets, the official said.

The two buildings contain most of the furniture and accessories found in regular schools, according to Charles J. Bensley, chairman of the board of education's committee on buildings and sites.

Teachers Union President Can't Serve on School Board, Court Says

LOUISVILLE, KY. — Because he is president of the Kentucky State Federation of Teachers, Patrick S. Kirwan cannot impartially represent the public on a school board, a Louisville court has ruled. Mr. Kirwan had been president of the Louisville Board of Education.

The court explained that Mr. Kirwan's other job gives him an interest

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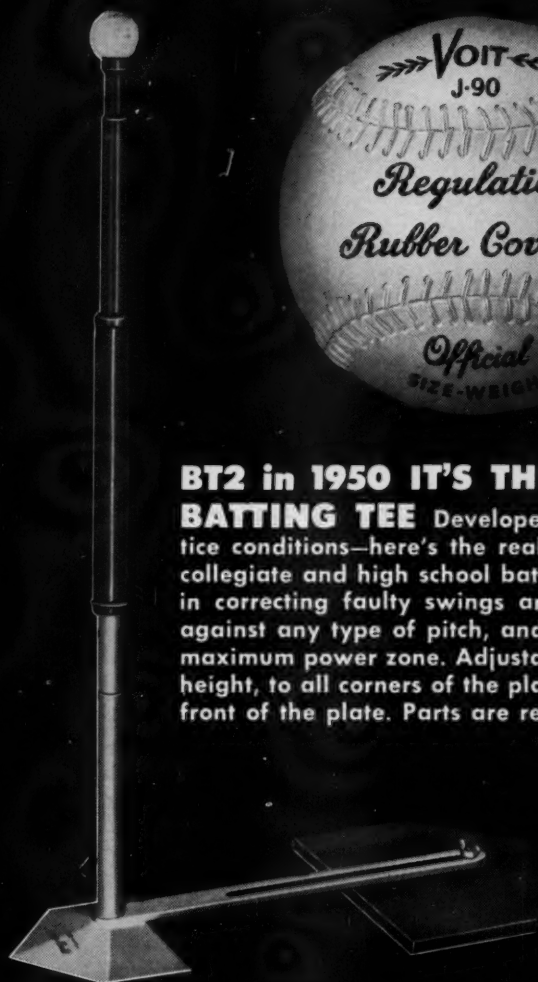
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NEWS...

in union teachers' contracts. The former board president says he will appeal the court's decision, claiming that a "fundamental principle" is involved—the right of a union member to serve on a board of education.

Education Magazine Printed in Japanese

ANN ARBOR, MICH.—A Japanese language edition of the *Education Digest* is now being printed. It is the first American magazine to be published in

Japanese for regular distribution to educators and others interested in education in Japan, according to Lawrence W. Prakken, editor and publisher of the American periodical.

The new publication, which is entirely self-supporting, is issued through a private Japanese publishing house, the Sobun Kan Company of Osaka. Articles considered relevant to the problems of building a democratic school system and way of life in Japan are published in the Japanese edition.

Film Released on Rôle Playing

WASHINGTON, D.C.—"Rôle Playing in Human Relations Training" is the title of a new 16 mm. sound motion picture released by the division of adult education service of the N.E.A. The film, designed to show how to use the new method of training called "rôle playing," demonstrates how everyday situations involving interaction between persons can, by a spontaneous enactment, be studied and improved.

Produced by Educational Film Productions for the National Training Laboratory in Group Development, most of the picture was filmed in Bethel, Me., during the first summer session of the laboratory. It is 25 minutes in length.

School Bus Body Manufacturers Organize Association

ATLANTIC CITY, N.J.—Eight manufacturers of school bus bodies organized an unincorporated voluntary trade association to be known as the School Bus Body Manufacturers' Association at Atlantic City February 24.

The association's principal purpose is "to contribute in the public interest to the successful operation of those engaged in the business of manufacturing school coach bodies, by assisting in the solution of problems affecting the industry and the general public."

Higher Education Conference

CHICAGO.—Conference study groups will consider 28 topics at the fifth annual conference on higher education to be held in Chicago April 17 to 19. M. L. Wardell, professor of history at the University of Oklahoma, is chairman of the conference, which is sponsored by the N.E.A. Department of Higher Education.

Opposes Candy Sales in Schools

CONCORD, N.H.—The New Hampshire Dental Society has passed a resolution opposing the sale of candy and carbonated beverages in New Hampshire schools. A copy of the resolution was sent to the state education department.

Triagonal Plan Copyrighted

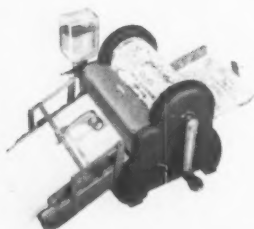
NEW YORK.—The Triagonal plan for elementary schools in New York City, described in the February 1950 issue of *The Nation's Schools*, is copyrighted by the architects, Fellheimer, Wagner & Vollmer.



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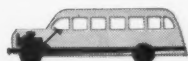
"equal-pressure" hydraulic brakes. There is no better *economy* than that provided by the right "Job-Rated" engine of Dodge time-proved L-head design. In *every* detail, Dodge "Job-Rated" chassis equal or surpass national school bus standards.

Your Dodge dealer has some eye-opening facts on the superiority of "Job-Rated" chassis. Talk to him. Find out what the *right* power, the *right* gear ratios, the *right* chassis unit throughout, can mean to you . . . in *greater safety, dependability, and lower costs*!

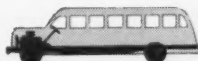
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MODEL FS-152
2 models—10,800 and
11,900 lbs. G.V.W. For 30
and 36 pupils.



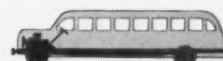
MODEL FS-170
2 models—12,025 and
13,000 lbs. G.V.W. For 36
and 42 pupils.



MODEL GS-192, HHS-192
GS-192, 14,650 lbs. G.V.W.
HHS-192, 15,500 lbs. G.V.W.
For 48 pupils.



MODEL JS-212
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pupils.



MODEL RS-229
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pupils.

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switch to . . .

DODGE "Job-Rated" SCHOOL BUS CHASSIS

NEWS...

Proposes "Protestant Approach" to Public Education

COLUMBUS, OHIO.—A "Protestant approach" to public education was outlined at the annual meeting of the International Council of Religious Education by the Rev. Dr. Erwin L. Shaver, the council's director of week-day religious education.

Protestantism, Dr. Shaver said, has such an "undeniable kinship" with the public school system that the weakening of one "will inevitably weaken the

other." He proposed that the Protestant churches give their full support to this "platform":

1. Endorse plans for federal aid to education that will not assist private or parochial schools.

2. Insist that welfare services to all children be administered entirely apart from the public and other school systems.

3. Oppose any direct governmental aid to church colleges but not, however, to individual students.

4. Support week-day religious education conducted under church control and in church buildings during time allotted for general education.

The growing trend among "extremely conservative" Protestant groups to establish their own parochial schools, Dr. Shaver warned, may "seriously interfere" with the continued support of public schools.

Protestantism "has a heavy investment in the public schools," he said, "an investment which we confidently believe has paid splendid returns and which we are bound to protect." The Protestant churches in return, he added, have a right to expect that public school teachers be "religiously minded" individuals who demonstrate a respect for religion and for religions.

The churches also have a right, Dr. Shaver continued, to "disavow materialistic, secularistic and humanistic views of education" and to teach "belief in God as the source of all spiritual values and material goods."

He added: "Our inability to cope with the present national and world disorder, juvenile delinquency, a recognition of the inadequacy of our past methods of teaching religion, rising tides of materialism, secularism and nationalism—these and many other factors have combined to make Protestants determined to find a worthy place for religion in the every day as well as the Sunday training of their children."

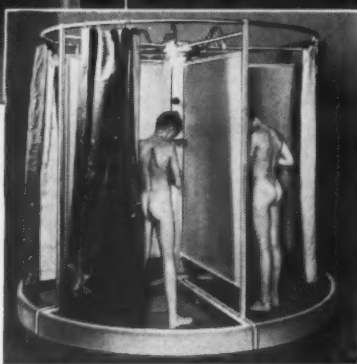


Bradley Shower installation at Mount St. Michails Academy, Bronx, New York.

Install Bradley Sanitary Multi-Stall Showers

With Bradley Multi-Stall Showers there are no corners or dark areas to collect dirt and require constant cleaning. Maintenance is less too because one Bradley 5-Stall Unit requires only three supply lines and performs the service of five conventional "single-stall" showers. Worthwhile hot water savings are also realized with the Bradley central mixing chamber.

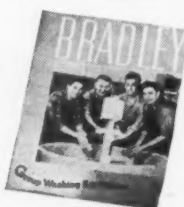
Bradley 3-and 5-Stall Shower Units come with or without receptors and are easily installed on any type of floor including wood. Write today for sanitary, money-saving facts on Bradley Showers. BRADLEY WASHFOUNTAIN CO., 2207 W. Michigan Street, Milwaukee 1, Wisconsin.



Bradley 5-Stall Shower Unit showing sanitary receptor and compact, space-saving design.

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NAMES IN THE NEWS SUPERINTENDENTS . . .

J. W. Edgar, superintendent at Austin, Tex., since 1947, was appointed Texas state commissioner of education on February 14 for a four-year term. His salary will be \$17,500 a



J. W. Edgar

year. All of his professional experience has been in Texas. He formerly taught in the Burnet County schools, was principal at Heidenheimer, superintendent at Mirando City, assistant superintendent at Victoria, and superintendent at Orange. He is a past president of the Texas Association of School Administrators and was a member of the 1950 A.A.S.A. Yearbook commission. The change in the state administration of education in Texas was discussed in

A COMPLETE LINE

OF SCHOOL LIGHTING FIXTURES PRICED TO MEET YOUR BUDGET

Smithcraft, manufacturer of "America's Finest Fluorescent Fixtures," offers a complete line of lighting units, from conventional four-foot 40-watt to eight-foot Slimline, to suit the specialized needs of your school. Illustrated and described below are the Eye-Q, Daylitter and Mercury . . . three popular and successful fluorescent fixtures that are today lighting hundreds upon hundreds of classrooms throughout the country.



EYE-Q — an all-steel louvered fluorescent fixture, manufactured to the highest standards of the industry, extremely low in cost. Eye-Q is available for two 48" 40-watt or 96" Slimline lamps, and is exceptionally efficient in over-lamps, and is exceptionally efficient in over-lamps, and is exceptionally efficient in over-lamps, all lighting performance. The louver, which provides a shielding of 35° crosswise, 25° lengthwise, hinges from either side to simplify cleaning procedure. All electrical components are ETL-certified. For safety, no glass or plastic parts are included.



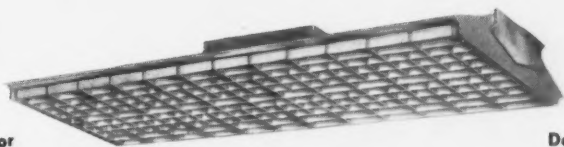
Eye-Q



Eye-Q Slimline



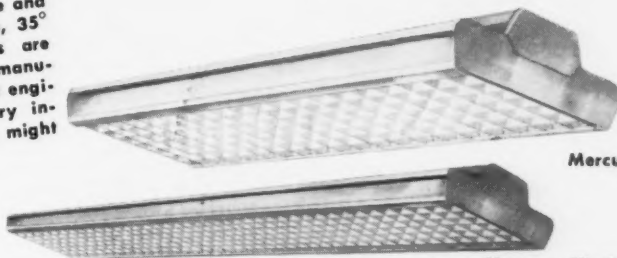
DAYLITER — an all-steel louvered fixture, for two 48" 40-watt lamps, which provides maximum downward lighting yet effectively illuminates a wide ceiling area to eliminate contrast. Daylitter is exceedingly shallow and, for safety, includes no glass or plastic parts. The louver, providing a cut-off from lamp glare of 40° crosswise, 30° lengthwise, is held securely by patented Duo-Cam Hangers, which permit hinging from either side for maintenance ease. All electrical components are ETL-certified.



Day liter



MERCURY — an all-steel louvered fixture for two or four 48" 40-watt or 96" Slimline lamps, unusually low in cost. The rigid louver hinges from either side for ease of maintenance and provides a shielding of 25° crosswise, 35° lengthwise. All electrical components are ETL-certified, and the entire unit is manufactured in accordance with the highest engineering standards. For safety, Mercury includes no glass or plastic parts which might be subject to breakage.



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NEWS...

"Texas Secedes From Traditions of State Poverty" in the February issue of *The NATION'S SCHOOLS*.

James W. Bushong, superintendent at Bend, Ore., since 1946, has been appointed an education fellow at Harvard University for the academic year 1950-51. He will pursue advanced study in the social sciences as they relate to educational administration.

John S. Carroll, superintendent of schools for San Diego County, California, has been elected president of the

N.E.A. Department of Rural Education for 1950-51.

Hazel Wright, administrative assistant to the superintendent of schools in Rockville Centre, N.Y., has retired.

PRINCIPALS...

William E. Griffith, high school principal at Somerset, Pa., since 1928, has resigned effective August 1.

H. Burr Austin, assistant principal of the high school at Yorktown Heights,

N.Y., has been named principal of the junior high school there.

H. A. Meyer, high school principal at Dennison, Ohio, has accepted a similar position at Martins Ferry, Ohio.

Thomas J. Starr, assistant principal of the high school at Goshen, Ind., will become principal at the end of the school year. He will succeed **Harold H. Bechtel**, who will become director of curriculum for the Goshen schools.

Paul A. Young has been named principal of York Community High School, Elmhurst, Ill. For the last eight years Dr. Young has been director of research and guidance service for high school district 202 and elementary school districts 75 and 76 in Evanston Township, Illinois.

Marion E. Goodale, assistant principal of Northrop Collegiate School in Minneapolis, will become headmistress of the Kingswood School Cranbrook at Bloomfield Hills, Mich., at the end of the present school year. Miss Goodale will succeed **Margaret Augur**, headmistress for 16 years, who is retiring.

R. D. Brummet, high school principal at Pana, Ill., for 23 years, will retire June 30.

Arland Martin has been appointed high school principal at Boyne City, Mich. Formerly he was an administrative assistant in the schools at Cadillac, Mich.

Walter Garland Keithly, formerly a junior high school teacher at Nevada, Mo., is now principal of the Nevada High School.

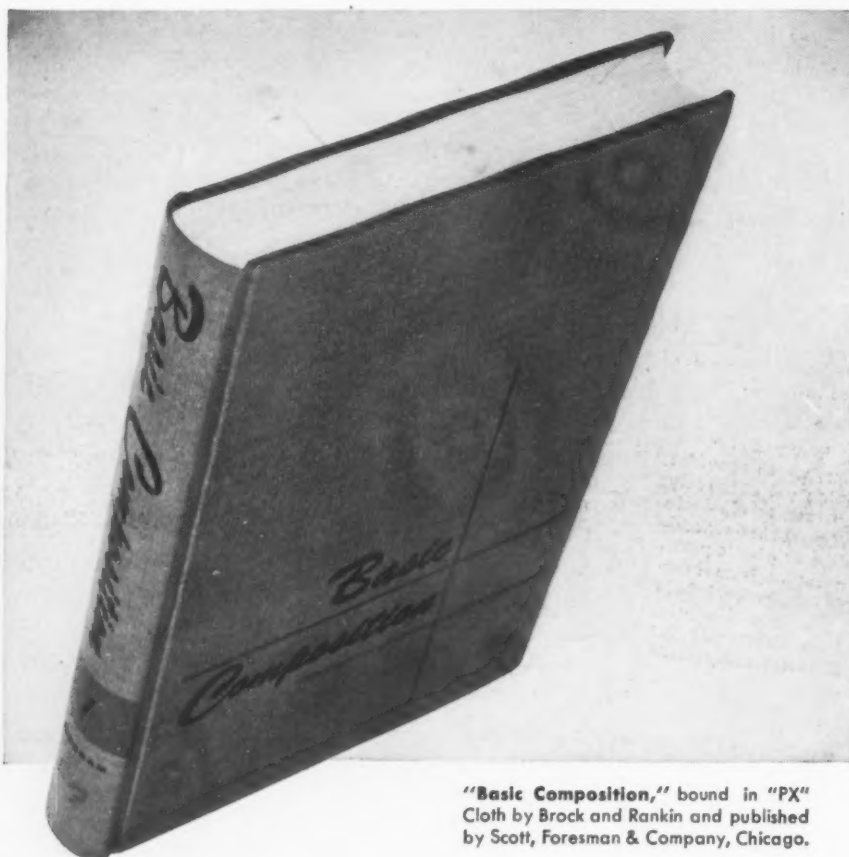
Rexford Avery, formerly headmaster of the high school at Amherst, N.H., is now headmaster of the high school at Newmarket, N.H.

The **Rev. W. Brooke Stabler**, headmaster of Cranbrook School, Bloomfield Hills, Mich., will become headmaster of Tower Hill School, Wilmington, Del., July 1.

Paul D. Beable, high school principal at Stephens City, Va., has been appointed principal of the new \$1,000,000 James Wood High School near Winchester, Va.

OTHERS...

Andrew D. Holt, N.E.A. president, has resigned his position as executive secretary-treasurer of the Tennessee Education Association effective August 1 to become assistant to the president of the University of Tennessee. His successor will be **Frank E. Bass**, the Tennessee association's assistant secretary.



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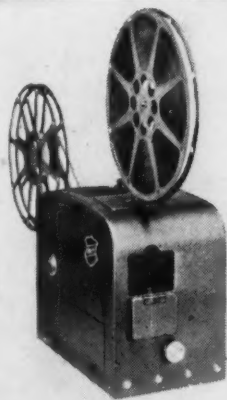
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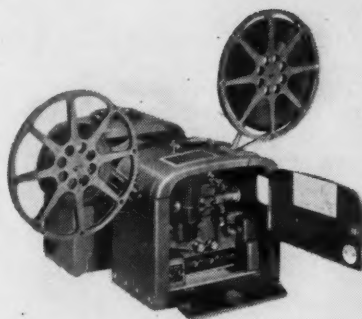
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NEWS...

The Rev. Carl S. Meyer, principal of Luther Institute, Chicago, has been appointed acting superintendent and chief executive officer of the Lutheran High School Association of Greater Chicago.

William R. Wood has been appointed specialist for junior colleges and lower divisions in the division of higher education, U.S. Office of Education. Dr. Wood has been serving as president of the Illinois Association of Junior Colleges. He formerly taught at Wakefield, Mich., and at the University High

School, University of Iowa, was chairman of the high school English Department at Evanston Township, Illinois, and was assistant superintendent and director of the Community College in Evanston Township.

E. Paul Huffman, mathematics teacher at Harding Senior High School, Marion, Ohio, has been named clerk of the board of education and business manager of the Marion city schools. The position of business manager is a newly established one.

Charles H. Tennyson is the new secretary of the Texas State Teachers Association succeeding B. B. Cobb, who retired. Mr. Tennyson had been the association's director of public relations.

IN THE COLLEGES...

Alfred Whitney Griswold, 43, history professor at Yale and an authority on political science and U.S. foreign policy, will become the sixteenth president of Yale University. He will assume his new position July 1, succeeding Charles Seymour.

Marion Edman, who has been on leave of absence as associate professor of English education at Wayne University, Detroit, has returned to Detroit. She had spent three and a half years in Bavaria as supervisor of elementary education in the German schools under United States military officials.

Ralph B. Spence, professor of education at Teachers College, Columbia University, has been appointed executive officer of the Advanced School of Education at Columbia. He will head the department serving candidates for doctorates and other advanced studies.

Nels Minne, president of Winona State Teachers College, Winona, Minn., has been given a six months' sabbatical leave so that he may do research in teacher education at the University of Oslo, Oslo, Norway. He will return to this country August 1. During Dr. Minne's absence M. R. Raymond, vice president, will be acting president of the college.

Gordon Gray, who resigned as secretary of the army, has accepted the position of president of the University of North Carolina. He succeeds Frank P. Graham, who resigned last year to fill a North Carolina vacancy in the U.S. Senate.

DEATHS...

Katherine Devereux Blake, 92, a New York City public school teacher and principal for 51 years and a pioneer in education for women, died in St. Louis recently. In 1895 Miss Blake organized and became principal of the first evening high school for women in New York City. She retired as a teacher in 1927.

Charles L. Spain, 80, vice president emeritus of Wayne University, Detroit, died February 23 after a long illness. He was assistant superintendent of Detroit schools for five years and deputy superintendent from 1919 until he became Wayne vice president in 1933.

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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Our System of Education. A statement of some desirable policies, programs and administrative relationships in education by the National Council of Chief State School Officers, 1201 Sixteenth St., N.W., Washington 6, D.C. Pp. 32.

Annual Report of the Federal Security Agency, 1949. U.S. Office of Education. By Earl J. McGrath, commissioner of education. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 102. 30 cents.

The Place of Religion in Public Schools. By Virgil Henry, superintendent, Orland Park, Ill. Argues it has proved practical in well administered public schools to emphasize moral and spiritual values without injecting any sectarian

bias. Harper and Brothers, New York City. Pp. 164. \$2.50.

Secondary Education for American Democracy. By William L. Wrinkle, director of the secondary school and professor of secondary education at Colorado State College of Education, and Robert S. Gilchrist, director of the University School at Ohio State University. Principles and practices for American secondary schools. Rinehart and Company, Inc., New York City. Pp. 554. \$4.

Learning and Instruction. 49th Yearbook, Part I, of the National Society for the Study of Education. Prepared by the yearbook committee, G. Lester Anderson, dean of teacher education, College of the City of New York,

chairman. University of Chicago Press, Chicago 37. Pp. 352.

The Education of Exceptional Children. 49th Yearbook, Part II, of the National Society for the Study of Education. Prepared by the society's committee, Samuel A. Kirk, professor of special education, University of Illinois, chairman, University of Chicago Press, Chicago 37. Pp. 346.

COUNSELING

Scholarships, Fellowships and Loans. By S. Norman Feingold, executive director, Jewish Vocational Service of Greater Boston. Directory to be used in connection with guidance activities; contains information on nearly \$20,000,000 in student aid. Bellman Publishing Company, Inc., 83 Newbury St., Boston 16. Pp. 254. \$6.

Teacher Counseling. By Dugald S. Arbuckle, Boston University School of Education. For teachers, parents, administrators and others who, as counselors, are concerned with the well being of children. Addison-Wesley Press, Inc., Cambridge 42, Mass. Pp. 138. \$3.50.

CURRICULUM

The Teen-Age Driver. From the program of the driver education and training section, school and college division, National Safety Council, held during the 1949 National Safety Congress and Exposition. Order from the council, 20 N. Wacker Drive, Chicago 6. Pp. 31. 15 cents.

The Making of Modern America. By Leon H. Canfield, head of the social science department, Fairleigh Dickinson College, Rutherford, N.J., and Howard B. Wilder, high school principal at Melrose, Mass. General editor is Howard R. Anderson, chief of instructional problems, division of secondary education, U.S. Office of Education. Illustrated. Houghton Mifflin Company, Boston. Pp. 781. \$3.56.

Curriculum Planning. By Edward A. Krug, professor of education, University of Wisconsin. Concerned with practices and procedures used by curriculum planning groups in public school systems at both state and local levels. Pp. 306. \$3.

The Child and His Curriculum. By J. Murray Lee, dean, school of education, State College of Washington, and Dorris May Lee. For elementary teachers. Second edition. Appleton-Century-Crofts, New York City. Pp. 710. \$4.50.

REFERENCE BOOKS

Information Please Almanac 1950. Edited by John Kieran. The Macmillan Company, 60 Fifth Ave., New York 11. Pp. 927. \$2.50.

The Lincoln Encyclopedia. Edited by Archer H. Shaw. A collection of some 5000 quotations from the speeches, letters and papers of Abraham Lincoln identified by time and place. Pp. 395. \$6.50.

TEACHING METHODS

Guide to the Teaching of Arithmetic in Kindergarten and Grades One and Two. By Mrs. Leslie Beatty, consultant in elementary education. Bulletin of the California State Department of Education, Vol. XVIII, No. 8, November 1949. Pp. 75.

OF GENERAL INTEREST

Mental Health Is a Family Affair. By Dallas Pratt, M.D., and Jack Neher of the National Mental Health Foundation. Public Affairs Pamphlet No. 155. Suggests a new approach to mental health, which stresses preventive measures, such as better family relations and new techniques in social organization. Pp. 31. 20 cents.

Looking Ahead to Marriage. By Clifford R. Adams, professor of psychology in charge of marriage counseling, School of Education, Pennsylvania State College. Life Adjustment Booklet. Science Research Associates, Inc., 228 S. Wabash Ave., Chicago 4. Pp. 48. 60 cents.



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The new Hardee County High School at Wauchula, Fla., was designed by M. Leo Elliot & Associates, Tampa. The illustration above shows a few of the 147 Weldwood Standard Mineral Core Flush Veneer Doors used in this modern building.

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Light in weight, easy to open and close —

Because Weldwood Flush Doors are light in weight, perfectly balanced and free from warpage, teachers and students, even small children, can open and close them easily. One Weldwood Door after being opened and closed 200,000 times under abnormally severe conditions is still as good as new.

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COMING EVENTS

Meeting dates for national and regional programs

MARCH

18-23. Music Educators National Conference, biennial convention, St. Louis.

19-21. Southwest Regional Conference of Community School Superintendents, Fort Worth, Tex.

30-Apr. 1. Educational Policies Commission, Washington, D.C.

APRIL

14. Pan American Day.

16-19. Rocky Mountain Regional Conference on Rural Life and Education, Denver.

17-20. National Conference on Higher Education, N.E.A. Department of Higher Education, Chicago.

18-22. American Association for Health, Physical Education, and Recreation, Dallas, Tex.

20-22. Midsouth Regional Conference on Rural Life and Education, Mobile, Ala.

23-25. Midwest Regional Conference of Community School Superintendents, Des Moines, Iowa.

27-29. Midwest Regional Conference on Rural Life and Education, State Teachers College, Minot, N.D.

30-May 2. Northwest Regional Conference of Community School Superintendents, Spokane, Wash.

MAY

3-6. American Association for Adult Education, Cleveland.

22-24. Fifth National Conference on Citizenship, Washington, D.C.

22-24. National Congress of Parents and Teachers, Long Beach, Calif.

22-24. Fourth Conference of Leaders in Elementary Education. U.S. Office of Education, Washington, D.C.

JUNE

15-17. South Atlantic Regional Conference on Rural Life and Education, Florida State University, Tallahassee.

19-22. National Association of Student Councils, West High School, Denver.

25-July 14. National Training Laboratory in Group Development, N.E.A. Division of Adult Education Services and cooperating universities, Bethel, Me.

28-July 1. National Conference on Standards for Teacher Education Institutions, N.E.A. Commission on Teacher Education and Professional Standards, Indiana University, Bloomington.

JULY

2-7. National Education Association, St. Louis.

2-7. N.E.A. Department of Elementary School Principals, St. Louis.

17-23. Delegate Assembly, World Organization of the Teaching Profession, Ottawa, Canada.

24-Aug. 18. N.E.A. Institute of Organization Leadership, The American University, Washington, D.C.

30-Aug. 2. National Audio-Visual Association, Chicago.

AUGUST

20-26. School for Executives, American Association of Colleges for Teacher Education, University of Wisconsin, Madison.

SEPTEMBER

25-28. Association of School Business Officials, Chicago.

OCTOBER

9-11. Fifth National Conference of County and Rural Area Superintendents of Schools, Columbus, Ohio.

NOVEMBER

5-11. American Education Week.

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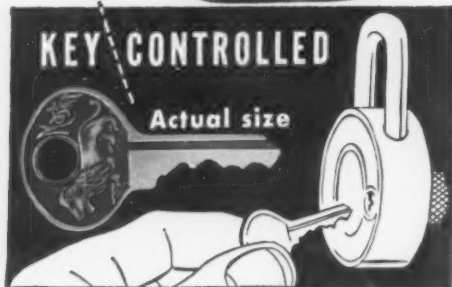
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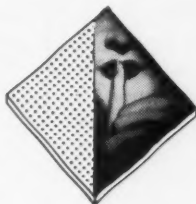
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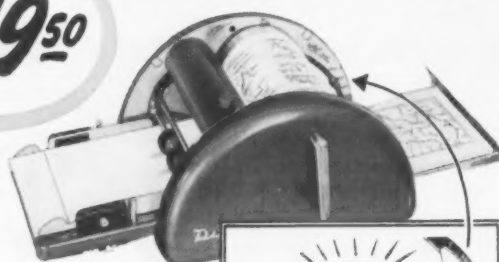
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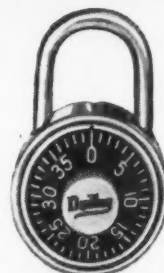
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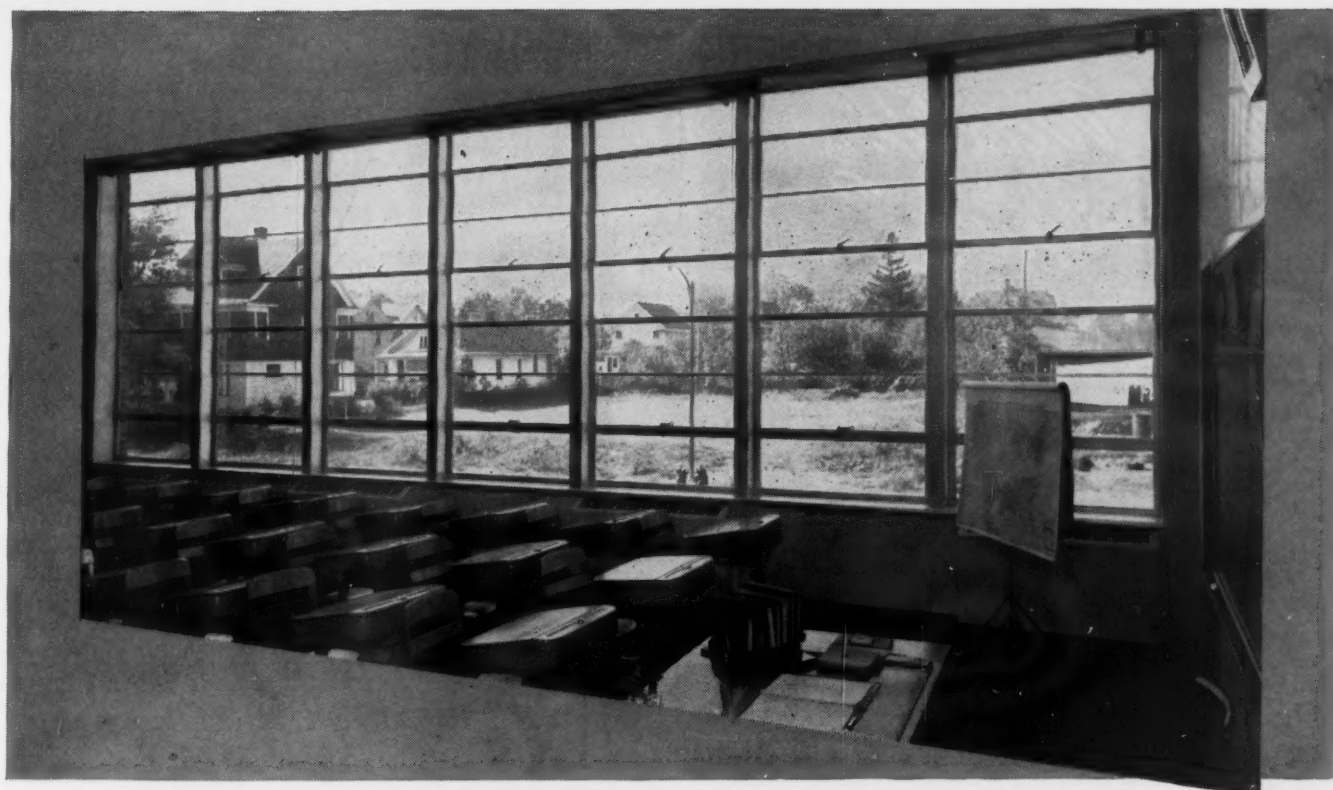
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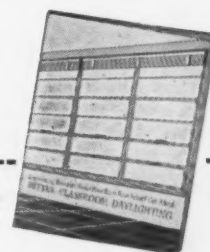
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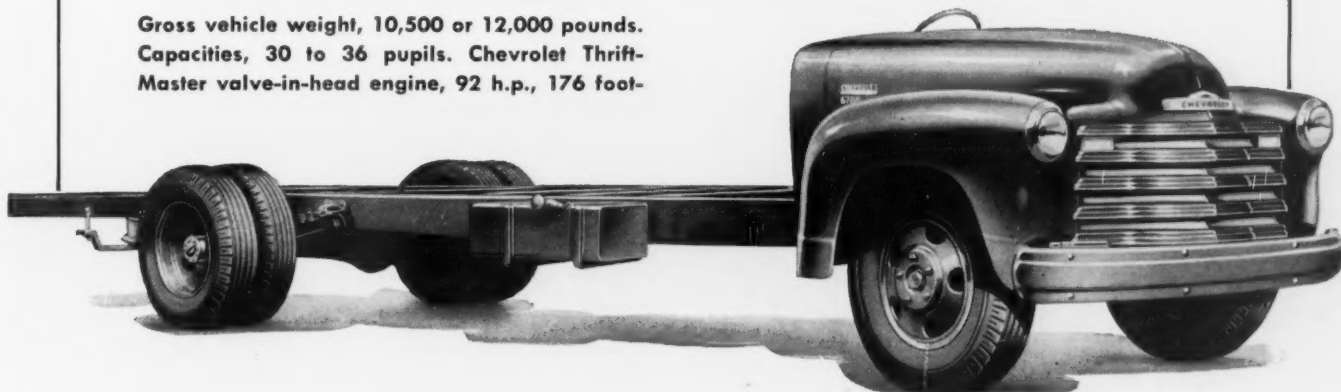
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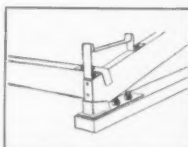
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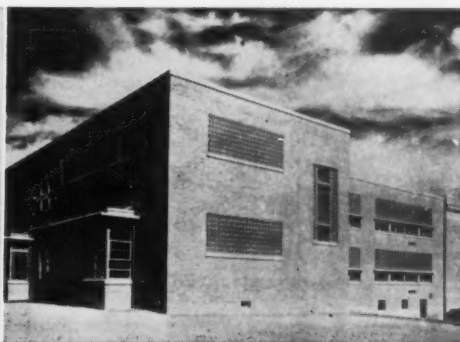
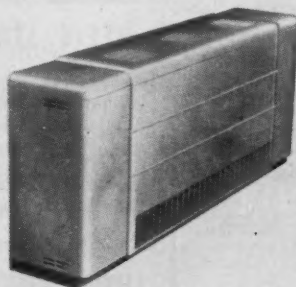
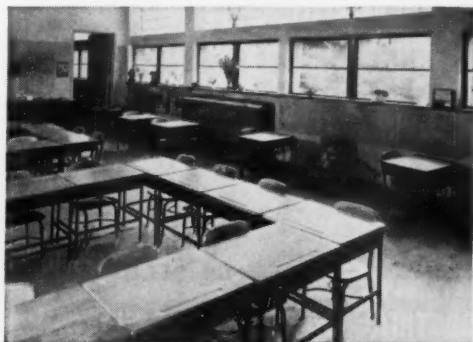
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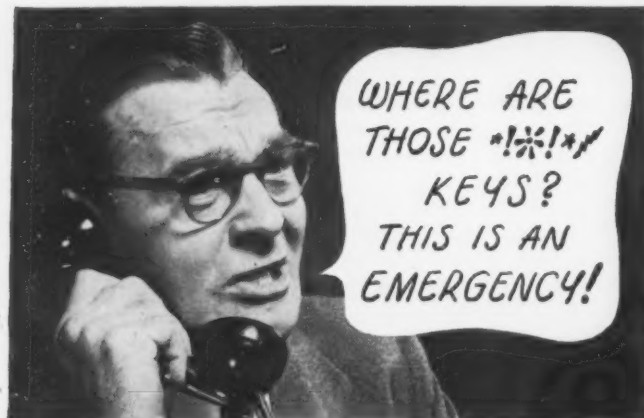
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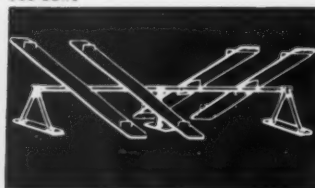
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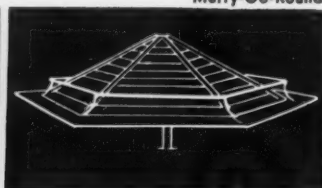
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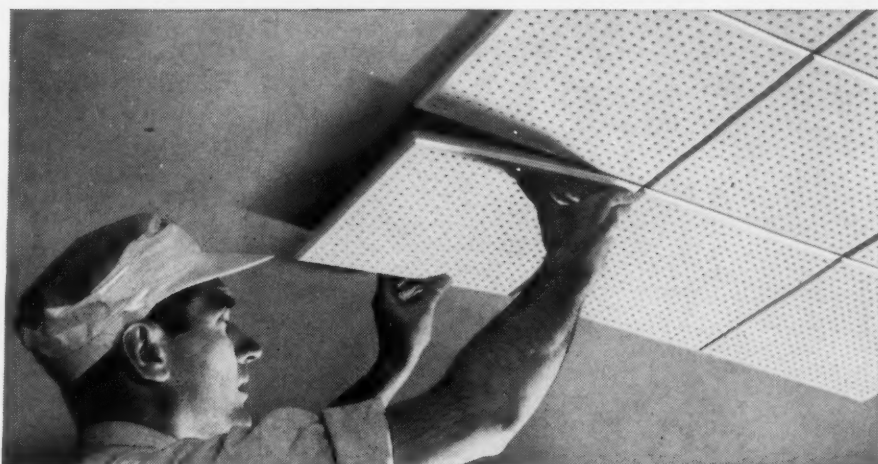
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The fact that *Thermopane** insulating glass increases the usefulness of floor space is even more important to schools than the fact that *Thermopane* saves fuel.

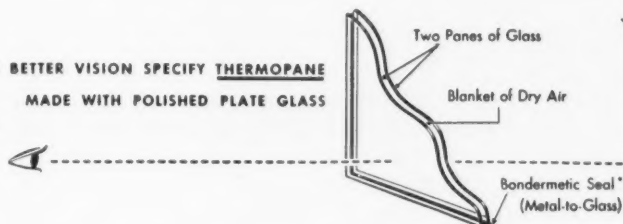
Single glazed windows chill the area immediately beside them creating a "low-comfort zone" during winter. This floor space cannot be used to seat children comfortably. *Thermopane*, which is two panes of glass with a half inch of dry air sealed between, brings the comfort zone right up to the window. For all practical con-

siderations, it makes a room larger to accommodate more pupils—in comfort. Each year, the added area is a dividend on your investment.

Explore all the angles entering into the economy of *Thermopane*. Your architect can give you the value of the footage that can be gained. Fuel saving is additional and appreciable. For a better understanding of what *Thermopane* does, write for our *Thermopane* book. Everyone concerned with school construction should read it.

*®

FOR BETTER VISION SPECIFY **THERMOPANE**
MADE WITH POLISHED PLATE GLASS



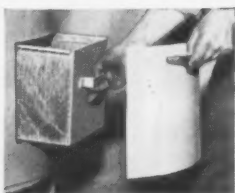
Thermopane

MADE ONLY BY LIBBEY-OWENS-FORD GLASS COMPANY

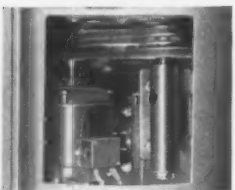
6045 Nicholas Building, Toledo 3, Ohio

NEW BLAKESLEE NO-GEAR PEELER

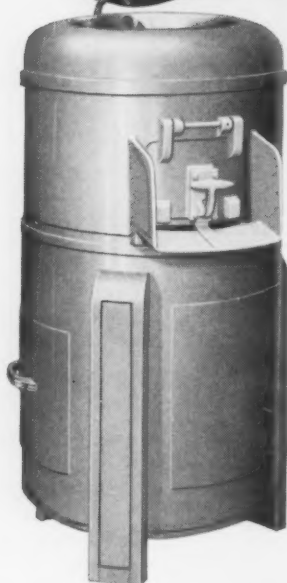
Duco finish or
gleaming Stain-
less-Clad Con-
struction.



Built-in drawer type
peel trap requires no ad-
ditional floor space and
is easy to clean.



No-gear drive elimi-
nates noisy gears and
expensive and incon-
venient replacement of
worn parts.



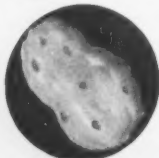
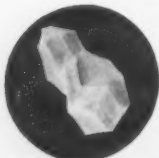
STREAMLINED, SPACE-SAVING DESIGN

Here is the ultimate in functional design and engineering achievement. These revolutionary new Blakeslee Peelers use far less floor space. Their streamlined, smooth lines permit easier cleaning and are more easily adaptable to any kitchen layout. Door opening can be easily adjusted to four different positions. Also furnished with long legs for direct discharge into a sink.

DON'T THROW AWAY 1 BUSHEL OF EVERY 5!



Hand peeling is costly . . . wastes 20% of potatoes and vegetables. Blakeslee-Built Peelers are made with an abrasive disc and abrasive side walls in the peeling chamber. This makes possible a more rapid and thorough peeling . . . eliminates "flats" . . . removes only the thin outer skin . . . saves all of the vegetable and its precious food value for serving. Cut cost! Start saving today with a Blakeslee no-gear Peeler.



Since 1880
BLAKESLEE
BUILT
KITCHEN MACHINES

DISHWASHERS • PEELERS • MIXERS

G. S. BLAKESLEE & CO., Main Office: CICERO STA. CHICAGO 58
NEW YORK, N. Y. TORONTO, ONT.

Learning Comes Easier (and costs less!)



when school shops
equip with
ATKINS

ATKINS No. 37 TOOTH
MITRE SAW . . . Also
rip, cut-off and combi-
nation patterns.

"Silver Steel" CIRCULAR SAWS

Fortunate the shop student who has the benefit of an Atkins "Silver Steel" Circular Saw to speed his learning. For these famous saws (brand that is first choice in thousands of professional shops and plants) cut so smoothly and cleanly the student turns out creditable work right from the start. Learning comes easier—and with it the appreciation of fine tools! And the down-right, built-to-take-abuse stamina of an Atkins means lower servicing and replacement costs, too. For learning ease or lower costs—the right choice is Atkins. It will pay you to be specific—order or requisition them by name—Atkins "Silver Steel" Circular Saws!

NOTE: Atkins does not manufacture power saw machines. It does, however, furnish blades to leading manufacturers of such machines.



"SILVER STEEL" FILES

All types and kinds of cut—for filing wood, metal or other material. Made of the finest file steel, specially heat-treated.



"SILVER STEEL" PLANER KNIVES

For all types of planing machines. Precision ground, polished and sharpened—Atkins "Silver Steel" Planer Knives keep cutting longer with least maintenance.

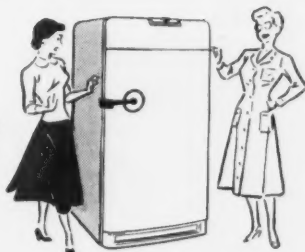


There's an ATKINS "Silver Steel" Saw for every School Shop use.

E. C. ATKINS AND COMPANY
Home Office and Factory: 402 S. Illinois St., Indianapolis 9, Ind.
Branch Factory: Portland, Ore. Knife Factory: Lancaster, N.Y.
Branch Offices: Atlanta • Chicago • New Orleans • New York

LOOK AT THE NEW 1950 MODELS!

**LOOK
OUTSIDE!**



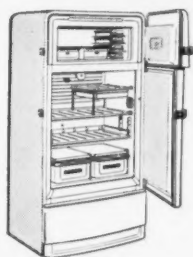
**LOOK
INSIDE!**



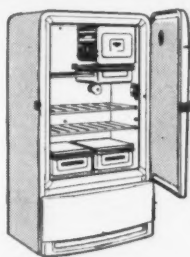
You can't match a **FRIGIDAIRE!**



Frigidaire De Luxe Models — 9 and 10.7 cu. ft. sizes
Other types of Frigidaire Models available from 4 to 17 cu. ft. sizes.



Frigidaire Imperial models have near-zero Locker-Top; new, improved Cold-Wall cooling with Refrig-o-plate.



Frigidaire Master models have colder-than-ever Super-Freezer. Food compartment refrigerated top to bottom.

FRIGIDAIRE
—America's No. 1 Refrigerator

IN THE BRILLIANT new 1950 models of America's No. 1 Refrigerator, Home Economists will find dozens of new features which will definitely help in teaching modern food preparation and food-keeping techniques. Moreover, these sleek, streamlined Frigidaire Refrigerators will aid immeasurably in modernizing your Home Economics Department.

You'll find just the size and model Frigidaire to fit your needs...as there are 3 types, 4 series, 10 sizes...from 4 to 17 cu. ft. storage capacity. And remember, these brand new 1950 Frigidaire Refrigerators are available under the Frigidaire School Plan outlined below.

Exciting new features you'll want in your Home Economics Department

- New! Lustrous Ice-Blue, Gold and White Beauty!
- New Aluminum Rustproof Shelves—adjustable, sliding.
- Extra Storage Space—in less kitchen space!
- Extra-Large Frozen Storage Space—holds from 15 to 70 lbs.
- New, Extra-Deep Porcelain Hydrators—for fruits and vegetables!
- Improved Meter-Miser—makes more cold with no more current!



Save nearly ½ on Appliance Purchases under the Frigidaire School Plan!

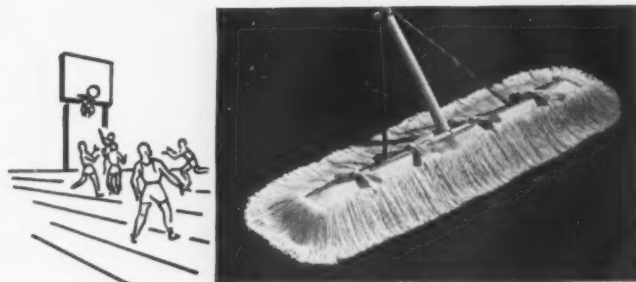
Accredited schools may purchase for Home Economics Departments, Frigidaire Refrigerators, Electric Ranges, Food Freezers, Automatic Washer, Electric Ironer, Clothes Dryer, Electric Water Heaters at special school price—approximately ½ retail price. Further, purchasing school will be entitled to automatic replacement with new models for a 5-year period. See your local Frigidaire Dealer for full details. Or write Frigidaire, Dayton 1, Ohio.

IS THIS YOUR GYM?



No . . . maybe not forever . . . but they are good for 350 to 500 uses and launderings. And McArthur's free towel repair service means even more economy and less cost-per-use. Investigate McArthur School Towels and the McArthur School Towel System for your school. Write Geo. McArthur & Sons, Inc., Baraboo, Wis.

REDUCE *the cost of mopping* class-room, gym, and all your floors



"BIG X" DUST MOPS

made in various widths especially for school requirements

ASK US
for illustrated
specification
sheets on **BIG
X Dust Mops**,
prize-winning
16-ply **VICTORY**
Wet Mops, and
HOLZ-EM Ap-
plicators, finest
of all for apply-
ing wax, seals,
varnish, etc.

"BIG X"—a giant mop that keeps large-area floors spick and span with a minimum of time consumption. "BIG X" glides smoothly over floor surfaces; snatches up dust on contact. Husky—wears longer, too. Can be removed from block for washing! Order—and insist on getting—"BIG X" Dust Mops. Your supply jobber has them or can get them for you from

AMERICAN STANDARD MANUFACTURING CO.

MEMBERS OF THE NAT. SANITARY SUP. ASSOC. INCORPORATED 1908
CHAS. E. KREBS AND WALTER O. KREBS

2505 SOUTH GREEN ST.

CHICAGO 8

UNTIES YOUR HANDS



Bobrick 31 in white baked enamel
Bobrick 31cp in shiny chrome plate

This Dispenser Lets You Specify Any Kind of Powdered Soap

You're not tied to one brand of powdered soap when you install Bobrick 31. Its paddle wheel dispensing mechanism will handle any free-flowing powdered soap or detergent that you buy now—or in the future. Bobrick long ago abandoned push-up and slide valves because they jam or clog with some types of powdered soap. That's why Bobrick 31 lets you specify the soap that best meets your needs.

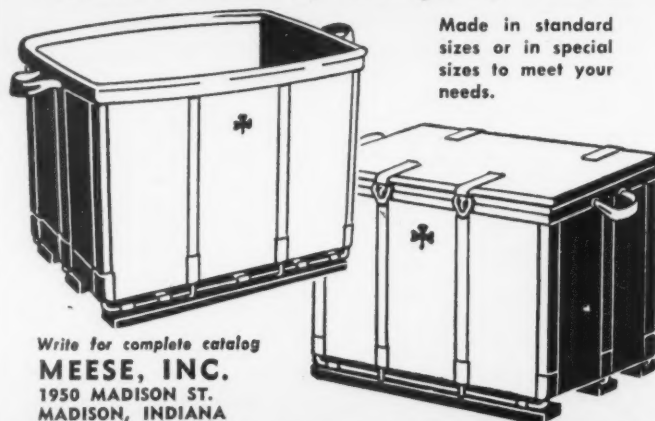
Write for catalog and returnable sample.

Bobrick MANUFACTURING CORPORATION

★ 1214 Nostrand Avenue, Brooklyn 25, New York
★ 1839 Blake Avenue, Los Angeles 39, California

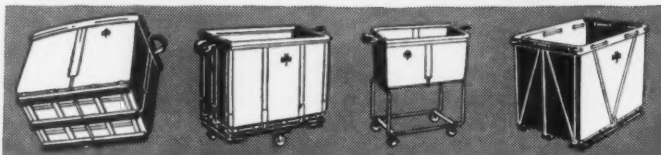
takes more to make a
SHAMROCK
...but they wear...and WEAR!

Canvas Baskets, Hampers, Trucks



Made in standard
sizes or in special
sizes to meet your
needs.

Write for complete catalog
MEESE, INC.
1950 MADISON ST.
MADISON, INDIANA





BUDGETS AND STUDENTS **BOTH** BENEFIT with the Westinghouse School Plan

Have brand-new appliances in your Home Economics department . . . year after year . . . for five years. Yet pay no more than the special low price of the first year's equipment!

Under the Westinghouse 5-Year School Plan you buy an appliance (or several) the first year. Then, every year for the duration of the contract, that appliance is replaced with a new model . . . at no extra cost. Students will be able

to work with the newest electric equipment—always.

Any or all of the ten major Westinghouse home appliances shown below are available. Practical, helpful teaching aids are also furnished without charge.

It will pay you to investigate this Plan for your school now. Write for complete information today . . . Consumer Service Department, Westinghouse Electric Corporation, 242 East Fourth St., Mansfield, Ohio.



YOU CAN BE SURE..IF IT'S Westinghouse



Range



Refrigerator



Home Freezer



Waste-Away



Water Heater



Clothes Dryer



Laundromat



Vacuum Cleaner



Roaster-Oven



Mixer



When youth must be served use KYS-ITE!

High spirits . . . horseplay . . . jostling—typical school cafeteria. But schools that use KYS-ITE Trays and Tableware don't worry.

KYS-ITE, the different kind of plastic, can "take it." KYS-ITE is almost unbreakable . . . won't shatter . . . tough to chip or crack. Quieter, too . . . never clashes or clatters. And easier to handle and keep clean. KYS-ITE's colorful beauty won't fade when sterilized in boiling water or washed with regular dishwashing compounds. Its color is part of the plastic itself . . . not just a surface finish.

KYS-ITE offers a range of round and rectangular serving trays—also the famous KYS-ITE "Meal-in-One" Plate. This 3-partition plate holds a meal plus beverage yet is so light a small child carries it easily.

Your wholesaler can supply you. Or mail coupon today.



KEYES FIBRE COMPANY, Dept. O-4,
420 Lexington Ave., New York 17, N.Y.

Please send us information on
KYS-ITE Tableware ☐ KYS-ITE Trays ☐

NAME _____
TITLE _____
NAME OF SCHOOL _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____



The Improved New STERLING MOVABLE DESK

No. D7000

With Extra Size Steel Book Box



NEW BEAUTY—ECONOMY—LONG LIFE

This Model D7000 Movable Desk is most convenient—most efficient—most attractive. Embodying all the tested advantages of movable unit seating the Improved New Sterling Desk offers a great advantage with its really commodious book box. Over 1961 cubic inches of storage space—streamlined.

Book box is steel—enameled inside and out. Hinged writing top is solid maple, fitted with two-point leveler and rubber silencers. Chair is steel frame with saddle type solid wood seat and full back rests, posture curved. Instantly adjustable.

**Altogether — comfortable — handsome — and
with long life built into every part**

If you are planning on refurnishing one room or on furnishing a new school—get the details of this Improved New Sterling Desk—with its greater book capacity—before you make a decision. Just drop a line and we'll see that you get full information for a comparison. Ask for Bulletin 881.

School Furniture Division



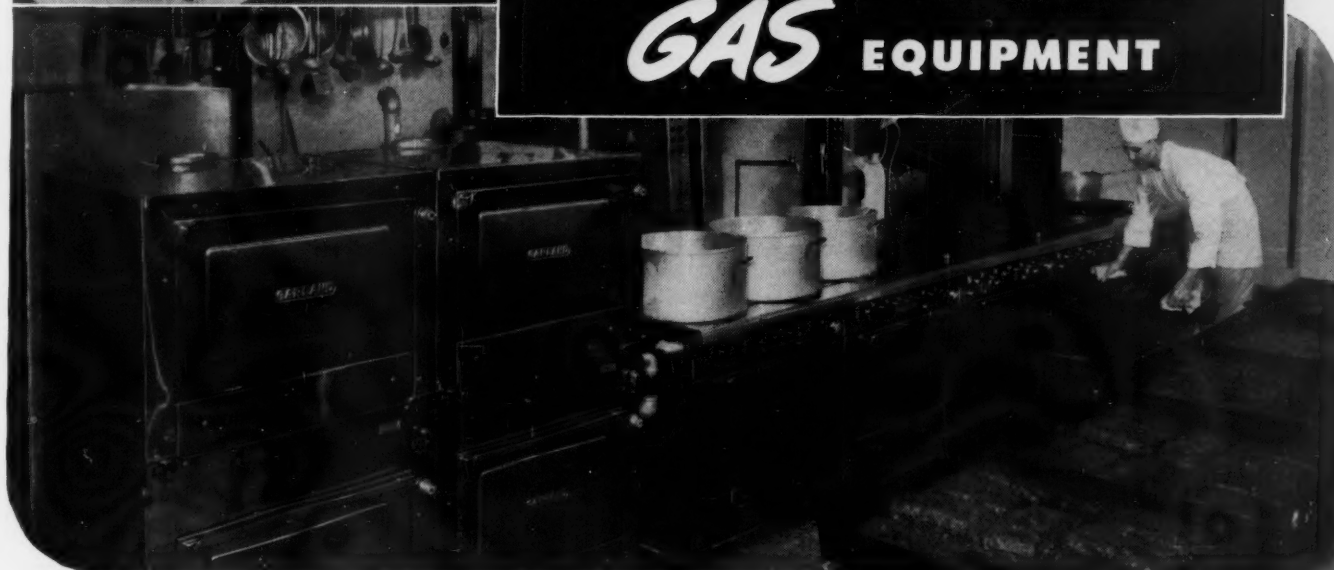
Seton Hill College,
Greensburg, Pa.

Sister
Rose Catherine,
Dietitian



MODERNIZED COLLEGE KITCHEN

FEATURES *Ultra-Modern*
GAS EQUIPMENT



Stainless Steel Gas-fired
Roasting Ovens and Ranges

Gas-fired Deep-fat Fryers

Ultra-Modern in design and construction, the Gas Equipment installed in the modernized kitchens of Seton Hill College includes some of the most popular Gas Cooking Tools for volume food preparation. These are the efficient, multi-purpose ranges, ovens, fryers, toasters—so easy to use and so economical to operate—which serve the students and staff of this well-known Greensburg, Pennsylvania college.

Food service, under the direction of Sister Rose Catherine, averages 1900 meals daily, and includes on-premise bread and pastry baking as well as cooking. With long experience in volume cooking with GAS, the executives of the college chose this stainless steel Gas Equipment in modernizing the service kitchen—

- | | |
|----------------------------|-----------------------------|
| Two Garland Roasting Ovens | Two Garland Fry-top Ranges |
| Two Garland Hot-top Ranges | One Savory Toaster |
| One Garland Open-top Range | Two Garland Deep-fat Fryers |

Other Gas Equipment includes—

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|---------------|--------------------------|
| One Peel Oven | One Combination Range |
| One Proof Box | One Confectioner's Stove |

In addition, the Home Economics Kitchen of the college is equipped with twelve Gas Ranges and two Gas Ovens. Here, the advantages of Gas are demonstrated in every-day training of students.

In this single installation of Gas Equipment the flexibility and efficiency of GAS for volume cooking, or simple domestic uses, is thoroughly demonstrated. Your Gas Company Representative will show you the latest type of modern Gas Equipment for any cooking task.



Kitchen Equipment
Installation—Bernard
Glockler Corporation,
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**AMERICAN
GAS ASSOCIATION**

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Enjoy Restful,
Secure Seating

Clarín
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STEEL FOLDING CHAIRS



No. 2417-LL

- Durable Steel Construction —
- Light enough for easy handling —
- Strong enough to support half a ton —
- Unusually quiet in handling and use, due to exclusive mechanism and rubber floor contacts —
- Grip the floor firmly —
- Perfectly balanced against tilting —
- Correct posture design assures complete comfort —
- Guaranteed for 10 years against breakage —

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CHICAGO 44, ILL.

There are more *Clarín* steel folding chairs in institutional service than any other make



**CLEANER FLOORS
IN LESS TIME!**

Use **BRILLO**
SOLID DISC STEEL WOOL
**FLOOR
PADS**

Exclusive Brillo steel-fiber floor pads work fast . . . quickly remove grime and give satiny polish to waxed floors. Solid-disc means 100% pad effectiveness. Four grades do all jobs; sizes for all machines.

Send for **FREE Folder!**

Brillo Mfg. Co., Dept. N, 60 John St., Brooklyn 1, N. Y.
Send free folder on low-cost Brillo floor care.

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OR UNFOLDS**

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ROOM USES



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**FOLD-O-LEG
tables**

- MORE** seating capacity
- MORE** leg comfort
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The Standard of Bulletin Board Quality

Dav-Son Cork Back Bulletin Boards For Pinning Up Announcements, Photographs, Letters, etc.

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- Hardwood or Metal Frames
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Dav-Son Changeable Letter Directories For Lobby, Office or Outdoor Use.

- Wide Variety of Styles and Sizes
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- Hardwood or Metal Frames
- Highest Quality Felt Background in Choice of Several Colors
- Many Letter Styles and Sizes

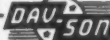
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Dav-Son Name Plates For Desk, Door or Wall Mounting

- Choice of Matching Wood Bases
- Names May Be Changed at Low Cost

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A.C. DAVENPORT & SON, INC.



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THE PREFERRED SCHOOL PLUMBING



**WASH
SINKS**

... from the complete Crane line
of quality school plumbing



Foot pedal operation ...
simple ... sanitary



Economical ... one sink
does work of three



Roll rim, rounded lines for
quick, easy cleaning



Porcelain enameled cast
iron for long life

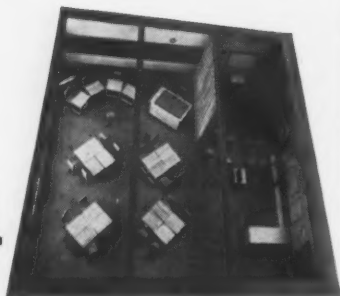
For everything in school plumbing, see your Crane Branch, Crane Wholesaler or Local Plumbing Contractor

CRANE

CRANE CO., GENERAL OFFICES:
836 S. MICHIGAN AVE., CHICAGO 5
**PLUMBING AND HEATING •
VALVES • FITTINGS • PIPE**

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INSTANT SCHOOLROOM DIVISION FOR AUDIO-VISUAL TEACHING



Modernfold Accordion-type Doors give needed flexibility to Ideal Schoolroom for Audio-Visual Teaching . . . designed by Perkins & Will, Chicago.



In the use of sound and motion picture equipment, flexibility is necessary for a successful program. This flexibility should not be confined to the equipment alone, but should be extended to the schoolroom. Here, a Modernfold Door as a "movable" wall is ideal. It quickly segregates part of the room for projector use so that a second group can continue with regular activities.

Modernfold Accordion-type Doors are, of course, ideal for other school uses . . . as successful closures for wardrobes . . . to replace the commonly used stage curtain in school auditoriums . . . divide study rooms, lecture rooms, etc.

This flexibility is matched by the beauty of Modernfold Doors. The sturdy metal frame is a firm foundation for beautiful plastic covered fabrics. Available in a wide variety of colors, they match any general color scheme; are fire-resistant and are easily washed with soap and water.

In these days of crowded school facilities, Modernfold Door flexibility is more important than ever. Mail coupon for full details.

NEW CASTLE PRODUCTS, New Castle, Ind.
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Look under "doors" in your telephone book for the name of our installing distributor



the door that folds like an accordion

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Send me your new folder, showing how Modernfold Doors help Audio-Visual Teaching—help relieve crowded school conditions.

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School.....

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City.....State.....



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ACTUAL THICKNESS

Tongue and Groove Joint
The Most Advanced Method of Joining Chalkboards

HARDER — Smoother writing. Longer wear.

BEAUTIFUL — Harmonizes with any decorating scheme.

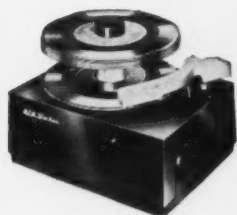
EASILY INSTALLED — on any wall.

Send for Booklet 18

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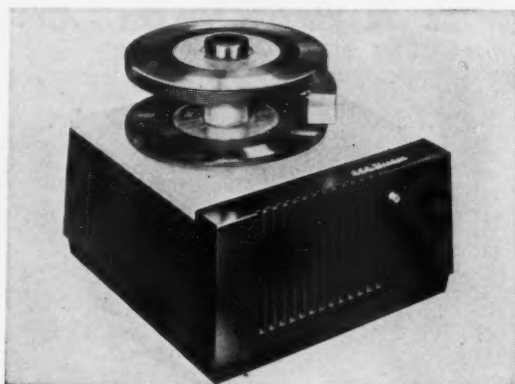
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The World's Greatest Artists are on RCA VICTOR 45 rpm records



Plays through your
present radio
RCA VICTOR MODEL 45J

Easily attached to any radio, phonograph or combination. Plays up to 10 of the new 7-inch distortion-free records automatically. Music is heard through the instrument to which it is attached.12.95*



The Ideal Record-Player for the Classroom
RCA VICTOR MODEL 45EY

Contains the amazing new RCA Victor changer—world's fastest—easiest of all changers to operate—plus a built-in speaker and amplifier. Brings to the classroom the many advantages of the New RCA Victor 45 rpm Record Playing System.29.95*

*Prices subject to change without notice and do not apply outside continental U. S. A.

From the wealth of musical treasure in the new RCA VICTOR 45 rpm RECORD CATALOG you have an interesting and varied selection of recordings for classroom instruction at all educational levels.

Great symphonies and classical masterpieces . . . children's records . . . light classics . . . international recordings, country and Western . . . popular music . . . specialty records—all on 7-inch, non-breakable Vinylite, distortion-free records that can play as long as a 12-inch record.

More than 150 single RCA Victor 45 rpm Records fit in one foot of bookshelf space. Record classification is simplified because each type of record is made in a different color.

SEND COUPON FOR COMPLETE INFORMATION

EDUCATIONAL SERVICES (Dept. 62D)
Radio Corporation of America, Camden, N. J.

Please send me the new RCA Victor 45 rpm Record Catalog and information on the RCA Victor 45 rpm Record Playing System.

Name _____
School _____
Address _____
City _____ State _____

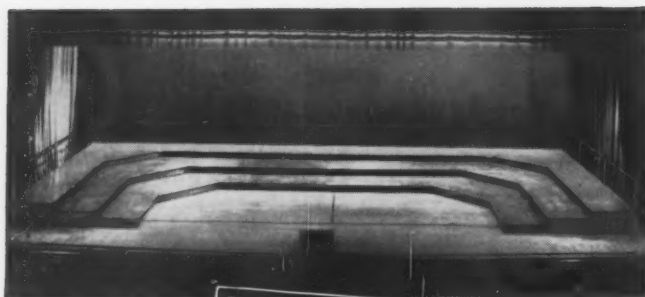


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DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.



for **BAND
ORCHESTRA
CHORAL &
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Mitchell FOLDING • PORTABLE • STANDS

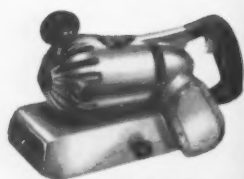
IMPROVE APPEARANCE AND PERFORMANCE

Add "Audience Appeal", assure better acoustics: better discipline: better direction. 3 or 4 elevations available. Sturdy, safe, easy to handle units with tubular steel folding legs... rigid when set up. Complete stand as shown in above pictures stores in a space 4' wide, 8' long and 6' high. You buy only as many units as you need to fit your requirements.

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SKIL Belt Sanders



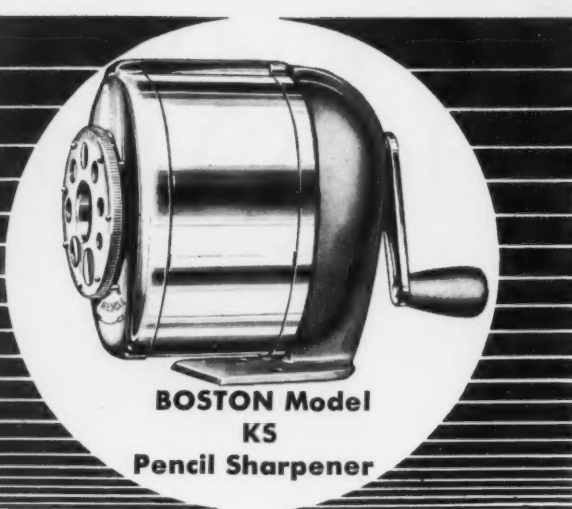
Make Desk-Tops Good as New in one fast, easy operation

Cut the time-costs of refinishing desks, cabinets, tables and other school-room furniture—with SKIL Belt Sanders. You get fully sanded, smooth surfaces, ready for stain and varnish, with no hand sanding. Your regular maintenance men—or even inexperienced helpers—will do fast, expert work with SKIL Belt Sanders. 600 foot per minute belt speeds; quick, positive belt tension adjustments and easy belt changing provide easiest operation. Ask your SKIL Distributor for a demonstration today.

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K5
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All the famous BOSTON features in a completely all metal modern design
Dial selector for 8 pencil sizes
BOSTON twin milling 15 edge cutters
All metal, nickel-plated receptacle
Stream-lined, heavier stand for greater strength
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Also manufacturers of Speedball
Pens and Products...
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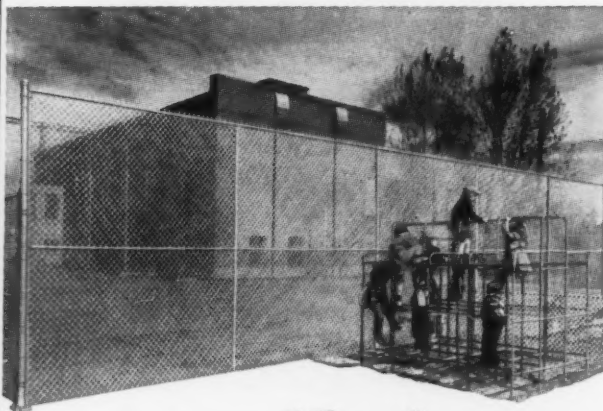
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cutting edges
make them last
longer"

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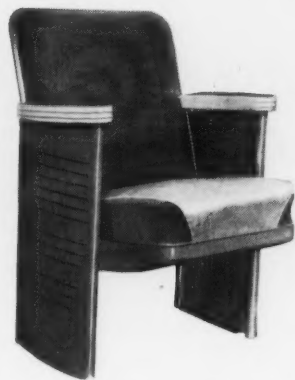
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• Your question is how to know which fence best meets your needs for protection against common hazards. You'll get the answer if you ask us for booklet **DH-142**. Page offers a wide variety of Chain Link Fence and Gate styles and a choice of metals to give you the fence that is exactly right for you. And more—your good-looking, long-lasting fence will be expertly erected by the nearby Page Fence specialist. His is a local, responsible, experienced firm having a continuing interest in every fence it erects. We will send his name and address with your **DH-142**.

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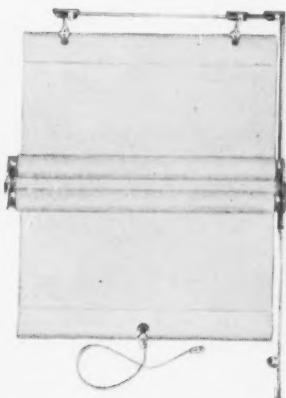
*Griggs Offers Fine Quality,
Durable School Equipment!*



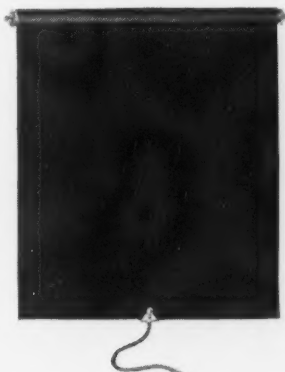
Griggs Auditorium Seating, 30-line chair with self-rising seat. Sturdy and has Du Pont's "Fabrilite" seat covering.



Griggs No. 220 Tablet Arm Chair above, has a heavy die formed steel frame, electrically welded into a solid, rigid unit. Affords years of usage.



Griggs school shades are of finest materials, guaranteed for 10 years. Available in Duck or Diana Fyrbau, a fire retarding cloth. Single or triple pulley at top, single and double rollers. Complete, ready to install.



Griggs "black out" shades are for schools with visual education rooms. No. 12 Duck, above. Also No. 11 offered in ecru finish both sides. Each carries Griggs' 10 year guarantee.



Griggs No. 400 PT and No. 240 Chair, an exceptionally nice unit for classroom use. Chairs come in 4 sizes. Table also available with a lift top.



Griggs No. 200 Chair Desk is beautifully finished, comfortable and has a steel frame welded into a solid unit. Top adjustable to three heights. Metal parts baked on enamel finish.

For further information on items above or additional school equipment, please contact:

Griggs

Equipment Company

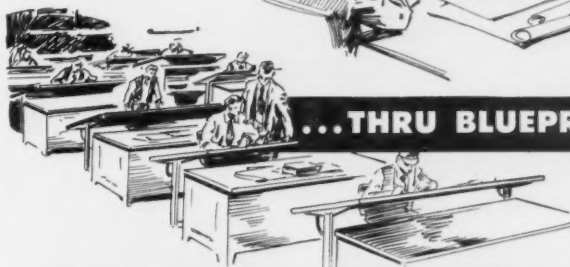
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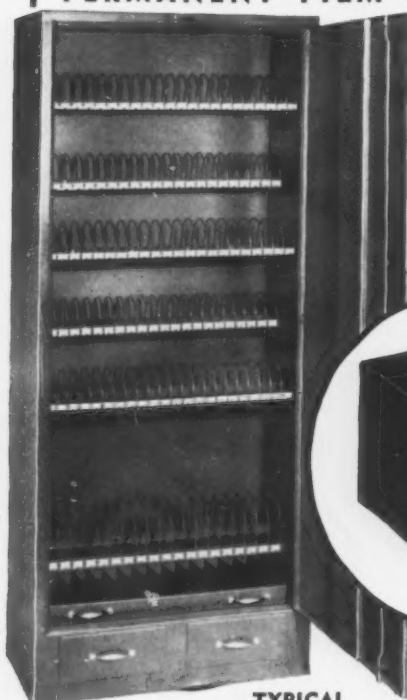
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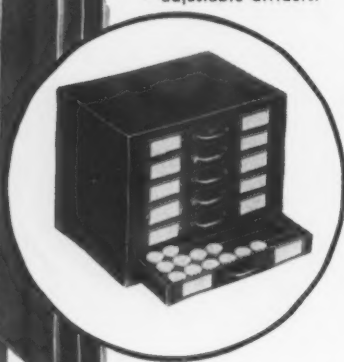
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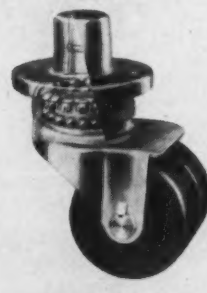
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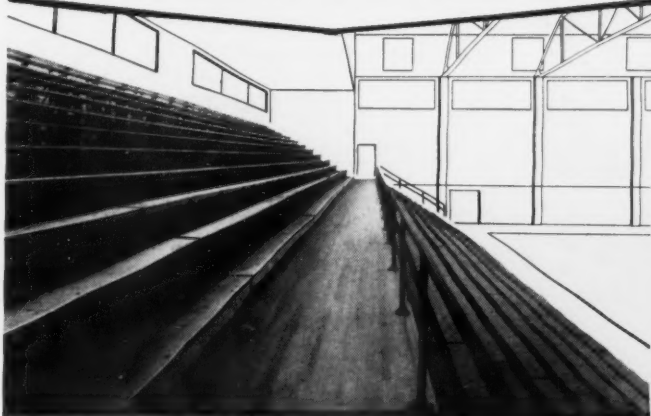
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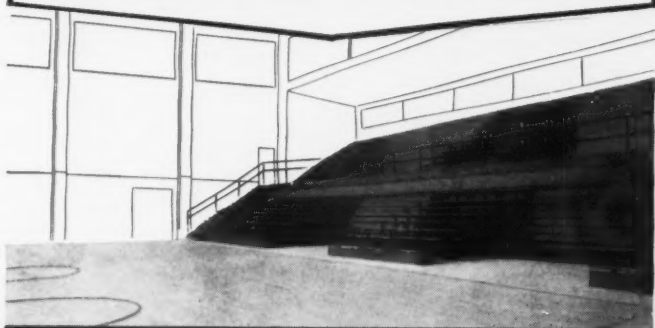
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**—At Least
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It's *two-level seating* with Universal Folding Bleachers! Many installations prove that this modern method (instead of built-in seating) can increase seating capacity as much as 30%. It assures much *more* usable floor space, too. For example—in a gym large enough for 4500 built-in seats and 4800 square feet of basketball floor space, *two-level seating* with Universal Folding Bleachers will not only provide far greater seating capacity in the same area, but will add 11,200 square feet *more* usable floor space when bleachers are folded back. Such a gain can provide extra cross courts . . . plus extra space for corrective physical education, wrestling, boxing, tumbling, fencing, and many other activities on both main floor and balcony levels. Equally important, actual costs of Universal Folding Bleachers are at least 50% less than usual built-in seats. Write today for typical floor plan. No obligation.

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Here's why:*

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Perfectly balanced, easy to operate, low streamlined design. Has dozens of exceptional operation features.



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*with purchase of 165 gals. of
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Wax products {see below}*

Select from these items:

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- quick-drying, penetrating floor sealer
Johnson's Traffic-Cote Floor Sealer
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For example: Buy two 55-gal. drums Brown Label No-Buff, one 55-gal. drum Floor Cleaner (or make your own selection). With them, you get a big Super 16 Floor Machine at a \$100.00 saving!

P.S. If the Super 16 is a larger machine than you need, you can save \$75.00 on another outstanding Johnson's Wax offer—the brand new, revolutionary Super 12 machine designed for medium floor areas. Does all major jobs. Purchase your own selection of 75 gals. of assorted Johnson's Wax products — and get the new Super 12 machine at a \$75.00 saving! (reg. \$215.00) Only \$140.00 with offer.

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There's never been a bargain offer like this before! Think of it. With purchase of a 165-gal. assortment of Johnson's Wax products, you get the world's finest big electric floor machine—the Super 16—for just \$215.00. That's \$100 less than the nationally advertised price of \$315.00.

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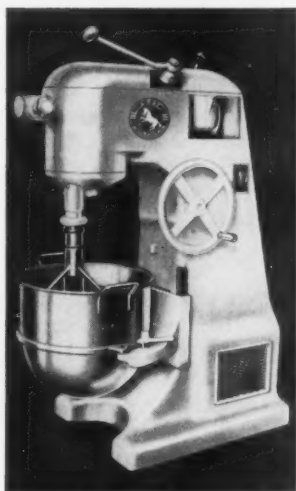
What's New **FOR SCHOOLS**

APRIL 1950

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 168. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Autosan Food Mixers



A new line of Autosan food mixers has been added to the Autosan line of dishwashing, sanitizing and drying machines. Ranging from a 20 quart bench model through a series of floor models of 60, 80 and 110 quart capacities, the new line of mixers is especially designed for use in institutions preparing large quantities of food daily.

The machines have heavy cast housings for rigid stability through scientific distribution of weight. The drive mechanism has been designed for loads in excess of those which could be developed. The multiple plate clutch and the gear change unit are of the automotive type, designed to withstand heavy loads. Automatic timing is standard equipment with the 110 quart machine. Oil is used only in the sealed transmission and cannot reach the spindle. Grease is used for all other lubrication and ball bearings are used at all points where the nature of the load indicates their need. All standard accessories and attachments are available. **Colt's Mfg. Co., Dept. NS, 17 Van Dyke, Hartford 15, Conn. (Key No. 472)**

Liquid Seal Remover

A heavy-bodied liquid that is designed to remove old seals, varnishes and other finishes from gymnasium floors, ordinary wood floors, walls or woodwork and from desks and furniture is introduced

as Wade Seal Remover. This solvent is noninflammable, nonexplosive and will not damage the grain or discolor the finest wood, according to the manufacturer. It covers evenly, evaporates slowly and thus penetrates deeply making one application usually sufficient for seal removal. It can be quickly and simply applied with a brush, lambswool mop or by sprinkling. **Huntington Laboratories, Inc., Dept. NS, Huntington, Ind. (Key No. 473)**

Fluorescent Sun Lamp

The new Westinghouse Fluorescent Sun Lamp is designed to irradiate any interior at low cost with the beneficial rays of sunshine. It is identical in dimensions and electrical operating characteristics with standard fluorescent lamps and is available in either 20 or 40 watt sizes. It emits radiations over a large area with an output concentrated in the mid-ultraviolet wave lengths. The lamp emits a soft blue light of low visibility and remains cool while operating. It has a life of more than 4000 hours and operates at very low cost. **Westinghouse Lamp Div., Dept. NS, Bloomfield, N. J. (Key No. 474)**

Master Line of Paints

A new line of paints, known as the Master Line, has recently been announced by Devoe & Raynolds. The new line includes the following: Devoe Master Enamel, with alkyd base in 10 colors; Master Floor Enamel, with alkyd base finish developed to withstand heavy traffic on cement, wood, linoleum or canvas floors, indoors or out, and Devoe Master Varnish Stain, using soluble dyes that do not obscure the wood grains, thus making the product particularly useful for refinishing work. **Devoe & Raynolds Co., Inc., Dept. NS, 44th St. & First Ave., New York 17. (Key No. 475)**

Electric Automatic Screen

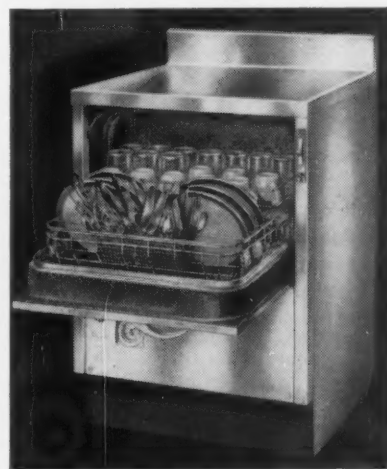
The new Radiant Automatic is an electrically operated screen available in 16 sizes, ranging from 6 by 8 feet to 20 by 20 feet. The new screen can be

suspended from the ceiling or mounted to the wall. It has a light weight metal case, quiet reversible AC motor, aluminum screen roller and the long wearing, washable, flameproof, mildewproof Vynaflect screen fabric. The unit operates automatically and is available at low cost. **Radiant Mfg. Corp., Dept. NS, 2627 W. Roosevelt Rd., Chicago 8. (Key No. 476)**

Dishwasher

The new Hobart UM dishwasher and glasswasher is a small, compact, fully-automatic machine, with combination racks for general use, which can be readily converted into a specialized glasswasher through the use of quickly interchangeable racks. It is available in free-standing or built-in models and is designed for use in small schools, in home economics kitchens, in soda fountains, or in other places where the load is relatively light.

The machine is easy to operate. It is only necessary to load, close the door and press the switch and the full load is thoroughly washed and rinsed in approximately 3 minutes, controlled by an automatic time cycle. The unit is ruggedly constructed with tank and inner door of porcelain enamel, stainless steel and brass fittings and fabricated steel support frame. In the free-standing



models, side, door and front panels are constructed of stainless steel. **The Hobart Mfg. Co., Dept. NS, Troy, Ohio. (Key No. 477)**

Movable Desk



Flexibility of arrangement is possible with the new No. 254 Movable Desk recently announced. It is attractive in appearance, correct in posture design and constructed for long, hard service. The sloping type lifting lid bookbox has lid levelers and inside pencil tray. The formed swivel seat has curved back rails and both bookbox and chair have longitudinal adjustment in addition to height adjustment. The frame is constructed of steel and all exposed wood parts are of strong, durable plywood. The desk has a self-leveling device to ensure full four-point contact with the floor. **Irwin Seating Company, Dept. NS, Grand Rapids 2, Mich. (Key No. 478)**

Sound Recorder

"Recordall" is a new type, light weight recorder for every use. It operates inexpensively and records nearby and distant voices with automatic volume control of each; telephone conversations and group telephone conferences; classroom proceedings; dictation, and other sounds on an endless plastic band of safety film known as Sonaband. This is automatically self-aligning and records continuously up to 3½ hours. Each Sonaband holds over a mile of soundtrack which is indexed and permanent, requiring no erasing or shaving.

The "Recordall" is automatically voice-powered, causing the machine to start automatically through voice vibrations and to stop automatically when the voice or voices cease. The machine has many other features which should be of interest in the many recording operations used in education. **Miles Reproducer Co., Inc., Dept. NS, 812 Broadway, New York 3. (Key No. 479)**

Plastic Window Shades

Long wear and reduced maintenance are features of the new Plastishades recently announced. Made with a new Vinylite plastic film specifically formulated for the window shade market,

Plastishades have successfully withstood rigorous testing and severe laboratory examination by the United States Testing Company. They can be easily and thoroughly cleaned by using soap and a damp cloth or sponge. The material is unaffected by moisture, mildew or insects, will not tear or puncture in normal use and does not support flame. It is resistant to fading, cracking, shrinking and staining and does not ravel.

Plastishades are available in ivory, white, green and tan and are made in 36, 42 and 48 inch widths and 6 and 7 foot lengths. Other sizes can be made to order up to 48 inches wide and 9 feet in length. **Charles W. Breneman Co., Dept. NS, 2045 Reading Rd., Cincinnati 2, Ohio. (Key No. 480)**

China Design

The new Winthrop shape in china service has been designed to offer a more home-like atmosphere in institutional china. The new line is outstanding because of its attractive edge design which differs from the conventional smooth



edge design. Also new is the "bridge-type" body construction which combines light appearance with exceptional strength. It is highly resistant to mechanical shock, heat and pressure.

Three cup designs are available in the new Winthrop shape, developed by Syracuse China research laboratories, and the patterns include central floral designs with solid color borders as well as all-over flower and leaf motifs. **Onondaga Pottery Co., Dept. NS, Syracuse 4, N. Y. (Key No. 481)**

All-Purpose Matting

Do-All Matting is a low priced, all-purpose matting made of rubber with strong cords used as a binder. It comes in 35 by 35 inch units of four 17 inch square sections which can be easily cut with a sharp knife if desired. It is also available in rolls of 2 to 7 units which have been joined by vulcanizing. The matting comes in 4 mottled colors. **D. W. Moor Co., Dept. NS, 1717 Adams St., Toledo 2, Ohio. (Key No. 482)**

Fire-Resistant Drapery Material

A new, inherently fire-resistant drapery fabric is now available, woven of Fiberglas, developed by Owens-Corning Fiberglas Corporation, and wool yarns. An adaptation of a hand-loomed design by Marianne Strengell of Cranbrook Art Academy, the fabric has a tweed-like texture and hand-loomed appearance and drapes as softly as a hand-loomed material. It meets fire-safety requirements for use in institutions and is not affected by sunlight, gases in the atmosphere or mildew or by changes in temperature and humidity. It responds readily to surface cleaning so that dry cleaning is required only at long intervals. This new long-wearing fabric is available in four 2 tone tweed effects and has been developed by the textile division of **Knoll Associates, Dept. NS, 601 Madison Ave., New York 22. (Key No. 483)**

Wet Grindstone

Three new models of the wet grindstone have recently been introduced in addition to the bench model brought out last year. The floor type unit comes complete with ¼ h.p. motor and floor stand. A second model has 2 grindstones driven by a single motor and mounted on a bench or floor stand, one grindstone fitted with a coarse sandstone wheel and the other with fine Arkansas type wheel. The third new model is hand operated and is designed for outdoor use or for use where electricity is not available.

The Boice-Crane Friction-Matic Grinders have self-adjusting simplified friction roll drive; constant peripheral speed as the wheel wears; controlled water action which prevents water being thrown on the operator; tool rest, 2½ by 5 inches, permitting the sharpening of all sizes and types of cutters and making possible accurate grinding angles from zero to 30 degrees, and seamless steel case with



4 convenient mounting holes in the feet. **Boice-Crane Co., Dept. NS, 975 Central Ave., Toledo 6, Ohio. (Key No. 484)**

Floor Brush

A new type of floor brush is available which is made with tapered, hand-set, nylon bristles that flex easily, are effective dirt gatherers and wear from 3 to 16 times as long as ordinary bristles. The new tapered nylon bristles give an improvement in brushing quality when used in floor sweeps. The butt ends of the bristles are anchored in the end block of the brush with the tapered ends extending outward. The bristles are unaffected by water, soaps, synthetic detergents or floor waxes and can be sterilized repeatedly. They do not become brittle, split or rot but they dry quickly and resist matting. The maintenance brushes are available in widths of 12 to 36 inches with a natural lacquered beveled end block with bristles firmly fastened with oil-resistant pitch cement. **E. I. duPont de Nemours & Co., Inc., Dept. NS, Wilmington 98, Del. (Key No. 485)**

Filmstrip Cabinet

A new filmstrip library plan cabinet, containing space for a total of 1080 filmstrips, has recently been announced. Part of the filmstrip library plan designed to handle filing, storage and booking of filmstrips in schools where hundreds of filmstrips and multiple titles are circulated from a central point, the cabinet has 24 drawers, each with 45 numbered compartments. Filmstrip can-tops are key-numbered by drawer and compartment with special gummed labels furnished with each cabinet.

Instructions and suggestions for setting up an efficient filmstrip library or integrating the plan with present operations are provided with each Filmstrip Library Plan. The plan is expandable indefinitely by lock-stacking other 1080 capacity cabinets on the original or by adding the smaller 270 capacity filmstrip



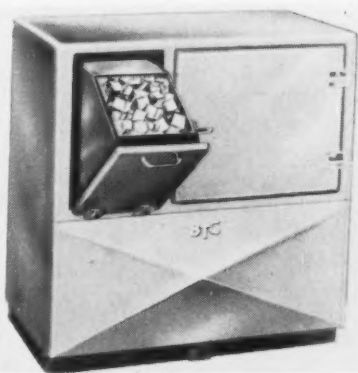
cabinets which match the larger cabinet. **Jack C. Coffey Co., Dept. NS, 205 W. Wacker Dr., Chicago 6. (Key No. 486)**

Vinyl-Cork Flooring

Dodge Vinyl-Cork Tile is a new flooring which offers many outstanding qualities. Its cork base makes it quiet, comfortable, resilient and serves as an insulation against heat and cold. Its vinyl top is non-slip, wet or dry, provides unusually long wear, does not harden with age, is fire resistant, scratch and abrasion resistant and is easily maintained, it being necessary only to wash with soap and water, no wax being needed.

The flooring is water repellent and is available in 22 different solid color and marbled combinations which do not fade or discolor. No special adhesives are required for laying the flooring which is easy to handle and does not crack, chip or break when being laid. It is available in standard size squares, 6, 9 and 12 inch, and in 1/8, 3/16 and 1/4 inch thicknesses with border strip material up to 36 inches in length. **Dodge Cork Company, Inc., Dept. NS, Lancaster, Pa. (Key No. 487)**

Ice Maker



The Rapid Freeze Ice Cube Maker is a low cost unit capable of producing 2300 cubes or 250 pounds of ice per day. It features simple, plug-in operation with no plumbing installations necessary. The large, easy-opening storage bin holds the continuous supply of ice cubes. Each freezing makes 384 cubes or 40 pounds of ice at a minimum of cost.

The unit is compact and easily moved if desired. It is 24 inches deep, 40 1/4 inches high and 38 inches wide and is constructed of all-welded steel with silver hammertone finish. It is available with or without a condensing unit and is designed to accommodate any standard 1/3 h.p. hermetic or open type unit. It operates on alternating current and is equipped with expansion valve, temperature control, heat exchanger and drier. The Rapid Freeze is manufactured by the **Brewer-Tichener Corporation, Binghamton, N. Y.**, and is being distributed by **Refrigerated Sales Corp., Dept. NS, 19 W. 44th St., New York 18. (Key No. 488)**

Ditto D-45



A heavy duty general duplicator designed to handle any duplicating job, whether typed, handwritten or drawn, is provided in the new Ditto D-45 machine. It is a fast, flexible systems duplicator which reproduces 4 colors at once, can turn out 100 copies a minute and supplies 300 to 500 copies per master. The new magnetic Velvet Clutch makes operation barely audible whether stopping or at 30 per cent greater speed. It is designed to facilitate operation of the machine and to increase its service life.

Other innovations in the new D-45 include: a dial-controlled margin adjustment for instant, accurate register in small spaces on forms; a master clamp on the drum of the machine, foot pedal operated, and an optional line printing tray which automatically adjusts for copying each line on a master. The machine has stainless steel parts and ball-bearing rollers throughout. It copies on any card or paper from small labels to 14 by 15 1/2 inches. **Ditto, Incorporated, Dept. NS, 2243 W. Harrison St., Chicago 12. (Key No. 489)**

Damp-Sweep Tool

The new Legge Damp-Sweep Tool is especially designed for the damp-sweeping technic of floor cleaning which cleans the fine grit and silt along with the dust and litter, thus protecting floors and saving refinishing time while keeping them cleaner in appearance as well as in fact.

The tool is a special, broom-type device designed to permit faster, more thorough damp-sweeping. The specially designed 20 inch brush has two rows of bristles arranged in a hollow ellipse and the covering cloth is 40 inches square with a taped center hole through which the handle projects when in sweeping position. The cloth can be easily rinsed after use and can be used for an indefinite period. The swiveled handle can be moved up, down or sideways, thus simplifying the sweeping around desks, chairs, and other equipment. **Walter G. Legge Co., Inc., Dept. NS, 101 Park Ave., New York 17. (Key No. 490)**

Product Literature

- "Atkins Hand Saws" are described and illustrated in an attractively laid out and printed catalog recently issued by E. C. Atkins & Co., Indianapolis 9, Ind. Detailed information is given on the various types of hand saws available from this company, including mitre, back, coping, dovetail, compass and key-hole saws. (Key No. 491)
- "A Select List of Books and Documents on Education in Britain" has been issued by British Information Services, 30 Rockefeller Plaza, New York 20, in revised form. The 16 page booklet contains lists of material covering subjects from Theory and Aims, Educational System, Nursery and Infant Schools through Universities and Adult Education. (Key No. 492)
- Forms, properties and methods of installing Fiberglas acoustical materials, including plain and perforated tile and board, are discussed in an 8 page booklet issued by Owens-Corning Fiberglas Corporation, Toledo 1, Ohio, "Acoustical Materials for Quiet and Beauty—With Fire Safety." Use of Fiberglas thermal insulations for acoustical purposes is discussed and the booklet is illustrated with application photographs and diagrammatic drawings. (Key No. 493)
- Detailed information is given on "Current Models of Projection Equipment," issued by the National Audio-Visual Association, Inc., 845 Chicago Ave., Evanston, Ill., dated October 1949, and selling at one dollar a copy. All available information is given on 16 mm. sound projectors, automatic projectors, microscopic projectors, opaque projectors, overhead projectors, slide and film-strip projectors and sound slidefilm projectors. Names and addresses of all manufacturers whose products are listed are included. (Key No. 494)
- "Cornell Rolling Doors" is the title of Catalog No. Z-27 recently published by Cornell Iron Works, Inc., 36th Ave. & 13th St., Long Island City 6, N. Y. Included is information on rolling grilles for corridors and stairs and on counter shutters and fire doors. (Key No. 495)
- "How to Clean and Maintain Air Conditioning and Refrigerating Equipment at Less Cost" is the challenging title of a 20 page booklet recently published by Oakite Products, Inc., 22 Thames St., New York 6. Latest equipment-cleaning and descaling procedures, as well as simplified water-treatment technics for controlling slime, algae and scale, together with data on specific materials and methods which have demonstrated the ability to secure improved results are discussed in the booklet. (Key No. 496)
- The advantages of light directional glass block and the conventional double-hung window in a single unit are described in a 4 page pamphlet, "New Idea in Fenestration," issued by American Structural Products Co., Toledo 1, Ohio. The pamphlet illustrates the new fenestration combination in single and multiple units and shows how Insulux Prismatic Glass Block bends the rays of light toward the ceiling to be re-directed deep into the room. The outside surface of both glass block and sash can be cleaned as easily as any double-hung window, according to the information in the pamphlet which also gives data on typical construction details. (Key No. 497)
- The desirable qualities in a wet-mop head for service and long life are discussed in a folder recently issued by the American Standard Mfg. Co., 2505 S. Green St., Chicago 8. Features of the "Victory" mop are discussed together with information on its construction. (Key No. 498)
- "How Tape Recording Simplifies Teaching" is the title of a new 16 page booklet telling how magnetic tape is used in music, English, speech, commercial, science and social studies classes. The booklet has been issued by Minnesota Mining & Mfg. Co., 900 Fauquier St., St. Paul 6, Minn., and describes "how tape recording adapts radio to the classroom." The booklet has a special section on tape libraries, has 20 pictures and sketches describing the principles of magnetic sound recording, how machines are operated, how sound recording tape is spliced and how tape recording is set up in the average classroom, and lists prices of different machines, "Scotch" sound recording tape and accessories. (Key No. 499)
- The paint product for a particular need, with performance requirements and cost, can be determined with the Paint Selection Check Chart recently offered by The Wilbur & Williams Co., 43 Leon St., Boston 15, Mass. It is designed to assist maintenance men, architects and others in selecting which coating to use for specific applications. (Key No. 500)
- A revised instruction booklet, Bulletin 812A, "How to Install and Operate Your Durcopump," has been issued by The Duriron Company, Inc., Dayton 1, Ohio. Data on the installation and operation of centrifugal pumps in corrosive service with information on proper location of pumps, proper foundations for pumps, common troubles and how to overcome them and other details are given in this bulletin which is printed on varnished, smudge proof paper. (Key No. 501)

• The 6th Edition of the **Audio-Visual Handbook** by Ellsworth C. Dent is now available, at \$3.50 per copy, through the Society for Visual Education, Inc., 1345 Diversey, Chicago 14. The handbook is a practical guide to the selection and use of audio-visual materials. (Key No. 502)

Film Releases

- "Two Views of Socialism," 1½ reels, sound, color or black and white; "How We Cooperate," 1 reel, sound, color or black and white; "Overcoming Fear," 1¼ reels, sound, color or black and white; "Earning Money While Going to School," 1 reel, sound, color or black and white; "How to Think," 1¼ reels, sound, color or black and white, and "France: Background for Literature," 1 reel, sound, color or black and white. **Coronet Instructional Films, Dept. NS, 65 E. South Water, Chicago 1.** (Key No. 503)
- "The Ears and Hearing," 1 reel, 16 mm. black and white; "Life of a Plant," 1 reel, color; "Copper: Mining and Smelting," 1 reel, 16 mm. color, and "Yours Is the Land," 2 reels, 16 mm. sound, color. **Encyclopaedia Britannica Films Inc., Dept. NS, 20 N. Wacker Drive, Chicago 6.** (Key No. 504)
- "Facts About Floor Care," 15 min., sound, color, Parts I and II. **S. C. Johnson & Son, Inc., Dept. NS, Racine, Wis.** (Key No. 505)
- "Weather: Plants and Animals and Matter-Energy," 3 graded filmstrips each consisting of 50 full color frames. **Popular Science Pub. Co., Audio-Visual Div., Dept. NS, 353 Fourth Ave., New York 10.** (Key No. 506)
- "You and Your Mental Abilities," 35 mm. filmstrip, 51 frames with captions, followed by a 5 frame quiz. **Science Research Associates, 228 S. Wabash Ave., Chicago 4.** (Key No. 507)
- "Products and Industries Series, Set No. 1," 2 black and white filmstrips on "How We Get Our Iron and Steel," 40 frames; "How We Get Our Copper," 42 frames; "How We Get Our Cotton," 44 frames; "How We Get Our Rubber," 46 frames; "How We Get Our Coal," 41 frames, and "How We Get Our Aluminum," 46 frames. "Children of Early America Series," 6 historical filmstrips in color, Set No. 2, on "Stowaway Around the Horn," 43 frames; "Wagons to the West," 46 frames; "The Patroon's Gift," 44 frames; "Rescued by Boone," 46 frames; "Tow-Path Boy," 45 frames, and "The New Fort at Chekagon," 46 frames. "Life in an Aquarium," 1 reel, sound film and "Home Management: Buying Food," 1 reel, sound film. **Young America Films, Inc., Dept. NS, 18 E. 41st St., New York 17.** (Key No. 508)

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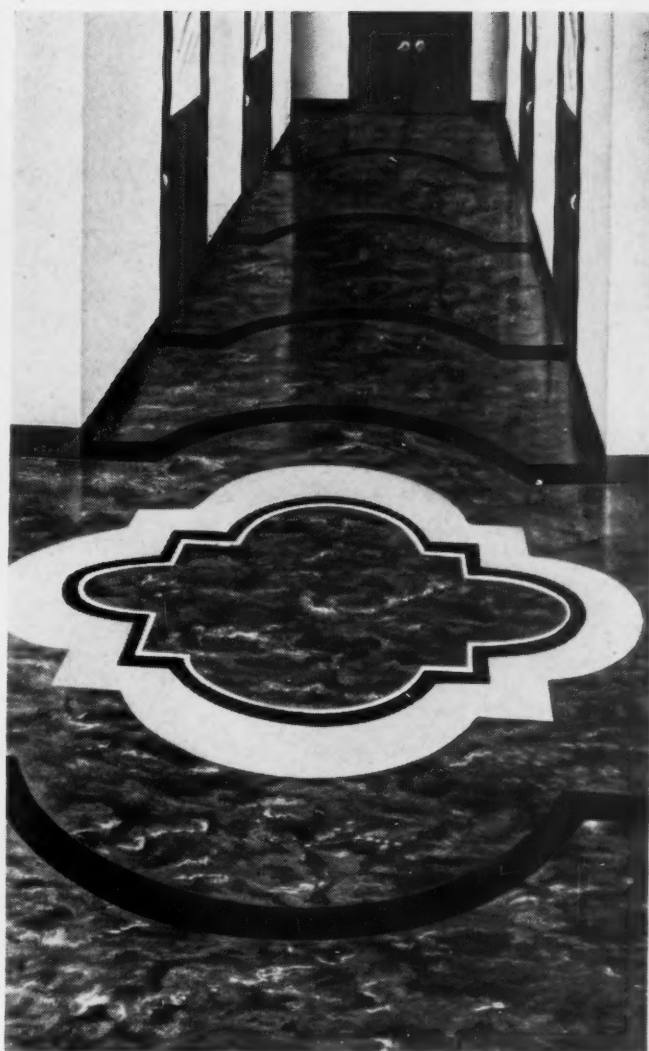


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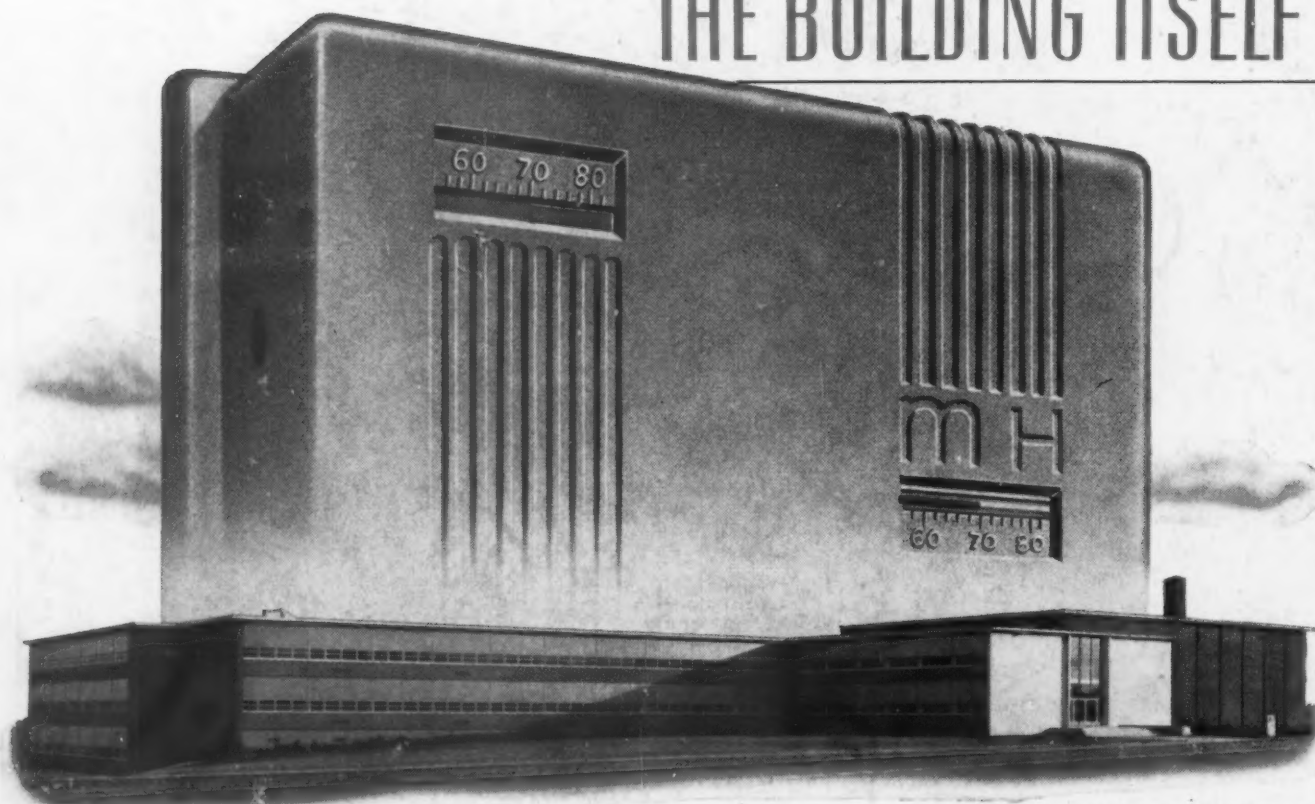
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